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This accreditation survey of Casper College reports: (1) history of the college, (2) institutional philosophy, (3) financial resources, (4) administration and organization, (5) faculty resources, (6) curriculum, (7) library resources, (8) student personnel practices, (9) characteristics of the college's students, (10) community services, (11) plant and equipment resources. Results of the year-long self-study produced an academic dialog that precipitated some internal changes, realigned thinking, and added perspective to the planning of day-to-day operation. The primary weakness of the college was reported as general underfinancing, attributed to a lack of urban growth, which would ordinarily increase assessed valuation to keep pace with institutional fiscal demands. (RM)

ED029622

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CASPER COLLEGE

AN INSTITUTIONAL PROFILE

1967 - 68

Casper College

Casper, Wyoming

JC 690 142

UNIVERSITY OF CALIF.
LOS ANGELES

APR 19 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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FOREWORD

This institutional profile is submitted in support of continuing accreditation by the North Central Association of Colleges and Secondary Schools, during the regular ten-year review, 1968-1969.

The profile is the result of a year's concentrated effort by both administrative and instructional faculty at Casper College.

The studies themselves were done by twelve committees, represented by the various sections of the profile. All members of the faculty served on one or more committees.

Leadership for the studies necessary to the profile was provided by a steering committee composed of the following members:

Dr. Lloyd Loftin, Co-Chairman
Dr. William Seese, Co-Chairman
Dr. Tilghman H. Aley
Norman Ball
William Curry
Dorothy Fisher
Campbell McWhinnie
Richard Reitz
Floyd Rickman
Joe Stewart
Dr. Marie Stewart
Winifred Thomson

HISTORY OF CASPER COLLEGE

Casper College's beginning can be traced to the years between 1920 and 1927 when Casper witnessed a remarkable growth in evening school attendance at the high school. The growth, which was the result of boom-times, fostered a program of vocational courses designed to help adults prepare for employment. This successful advance in post-high-school training caused citizens of the city and state to give serious thought to the junior college movement that was then gaining momentum in the nation. Consequently, in 1930 the Wyoming State Teachers Association, in cooperation with the State Board of Education, appointed a committee to study the problems and procedures for the establishment of junior colleges in communities of the state.

A year later enthusiasm for the project had grown sufficiently to cause Mr. Karl Winchell of Rock Springs to propose that the State of Wyoming be divided into three junior college districts. In 1933 Senator Schwartz of Casper introduced the first bill, authorizing the formation of junior colleges in four cities--Casper, Sheridan, Laramie, and Rock Springs. However, neither the first bill nor the second, introduced in 1935, was enacted by the Wyoming State Legislature.

In 1937 the first sign of real progress was visible. Citizens of Wyoming saw the Senate approve the bill introduced by Senators Bream and Reynolds. To win the approval of the House of Representatives, however, advocates of the proposed colleges suggested that new techniques of persuasion and new studies be undertaken.

Therefore, during the next five years several methods were used in the attempt to enact the necessary legislation. A bill presented in 1941 proposed a four-year agricultural college. Later the Central Wyoming College Committee was formed and given instructions to survey the needs and desires of Wyoming's high school graduates. Other citizens and the members of the Chambers of Commerce collected data on the junior college movement in other states. The immediate passage of enabling legislation was indicated. In the fall of 1944 the Board of Trustees of the University of Wyoming was asked to endorse a state-wide junior college plan; in January, 1945, the Natrona County delegation proposed House Bill 10, and the Albany County delegation submitted House Bill 83. The latter won approval of both houses, and on February 16, 1945, Governor Lester C. Hunt signed the Junior College Bill into law.

Encouraged by the passage of enabling legislation, the people of Casper voted 43 to 1 in favor of a two mill levy for the formation of a junior college. The third floor of Natrona County High School was remodeled; an advisory committee was formed; Mr. Maurice F. Griffith was hired to fill the position of Dean of the College; a faculty was selected; an Evening School program was organized.

On September 17, 1945, the first semester opened with enrollments of 73 students in the day school and 93 in the evening school. The enrollment for the second semester was 280 students. The original staff was nine members--four of whom are still employed.

By 1951 the college advisory board and the staff, as well as the City of Casper, approved the purchase of a site for a college campus. In 1955 two buildings, the Administration Building--containing offices, classrooms, laboratories, a theater, a student union, and a gymnasium--and an automotive building were constructed and occupied.

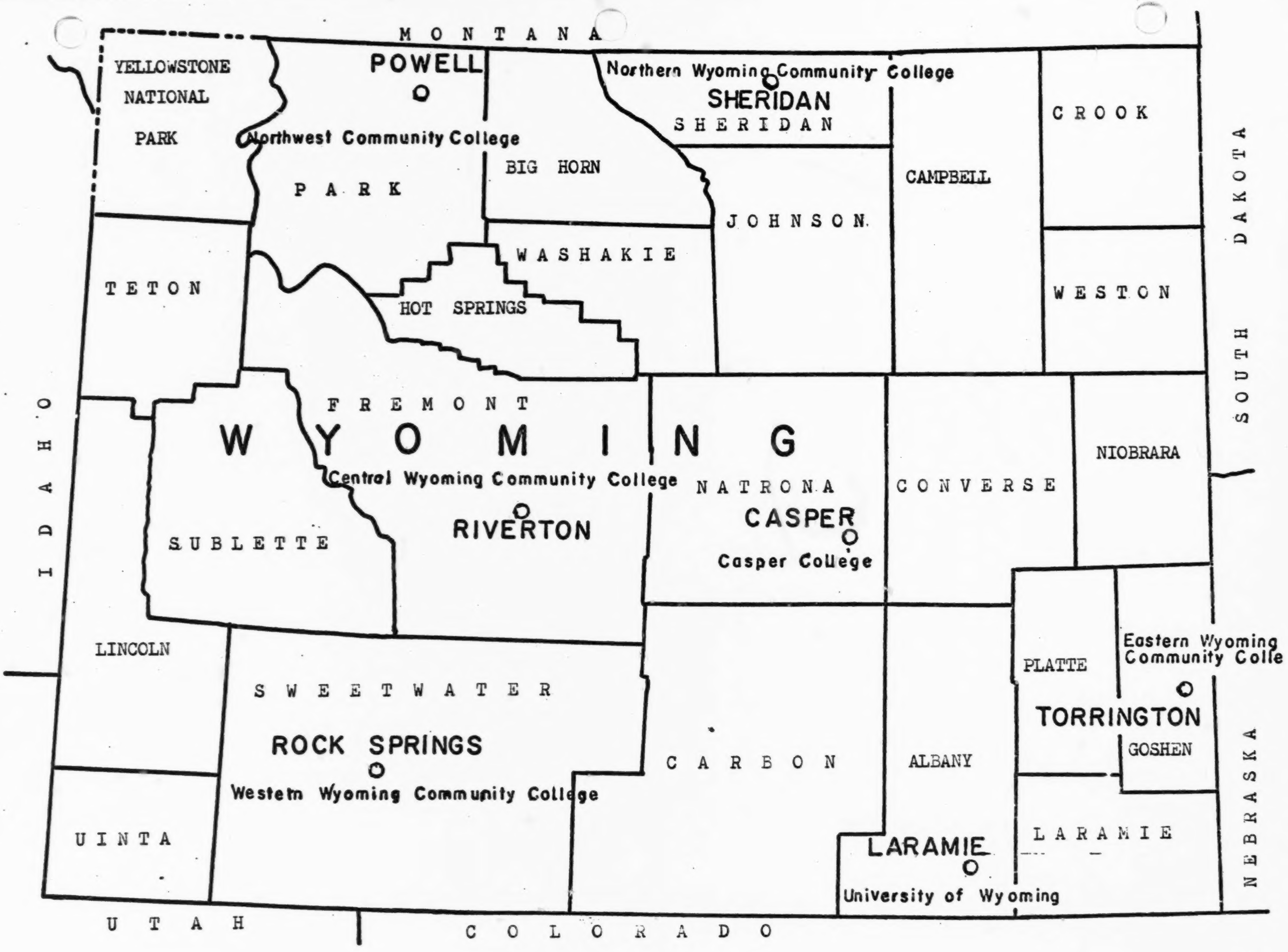
In September, 1958, Dr. George L. Hall became the new administrative head of the college, and in 1960 Casper College was accredited by the North Central Association of Colleges and Secondary Schools. In 1960 a third building was erected to provide classrooms and laboratory facilities for science and art courses.

On May 9, 1961, by vote, the people of Casper requested that the college be separated from the Natrona County High School District according to the terms of a law enacted in 1951. That summer Dr. Tilghman H. Aley became administrative head of the college. Divergent interpretations of the 1951 statutes resulted in litigation that tested the legality of the formation of the new district. Consequently, a lawsuit, a Wyoming Supreme Court ruling, and a new election in October, 1963, were required to reestablish the newly formed district.

Also in 1963 a tract of 70 acres, 20 deeded and 50 leased, was added to the campus. In 1965 another 31 acres were acquired through private gifts. An extensive building program was carried on between the years 1964-68. Dormitory construction began with Bailey Hall, which was completed early in 1965. The other dormitories, Morad and McIntire Halls, were completed shortly thereafter. The College Center was built in 1965.

Eight apartments for married students were erected in 1965, and four more were added in 1966. The Goodstein Foundation Library with over 20,000 volumes was dedicated in the summer of 1967. The Vocational-Technical Center was occupied in 1967. Thunderbird Gymnasium and the Aley Fine Arts Center were completed in 1967.

Enrollment in September, 1967, reached 2605; in February, 1968, it totalled 2341. Faculty by this time had increased to 94.


MONTANA
YELLOWSTONE NATIONAL PARK
POWELL
Northwest Community College
PARK
BIG HORN
Northern Wyoming Community College
SHERIDAN
SHERIDAN
CROOK
CAMPBELL
JOHNSON
WASHAKIE
TETON
HOT SPRINGS
WESTON
SOUTH DAKOTA
FREMONT
WYOMING
NIOBRARA
Central Wyoming Community College
NATRONA
CONVERSE
RIVERTON
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Casper College
SUBLETTE
IDAHO
LINCOLN
PLATTE
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SWEETWATER
TORRINGTON
ROCK SPRINGS
CARBON
ALBANY
GOSHEN
Westem Wyoming Community College
UINTA
LARAMIE
LARAMIE
University of Wyoming
NEBRASKA
UTAH
COLORADO

INSTITUTIONAL PHILOSOPHY

Institutional philosophy is in effect a statement of beliefs beginning with basic assumptions and then maturing with the institution. Casper College has had such a philosophy since its inception. Representing as it does a living philosophy, it is therefore not confined to formulations from the past. Hence, the institutional philosophy of Casper College is premised upon an evolutionary concept that permits constant reexamination and redefinition.

We at Casper College believe that a free society is dependent upon education for the transmission of values, traditions, and ideals. We believe that education in a free society must enhance the dignity of the individual. Dignity connotes knowledge, self-discipline, and responsibility. Casper College strives to afford the individual opportunities to develop his talents to the utmost.

The educational program at Casper College allows a student to try various interests that he might wish to pursue. We believe that the college must provide both a general education and the best in specialized study. General education is designed to produce a citizen worthy of a free society; specialized study aims to equip a student to take his place in the vocation or the profession of his choice.

We believe that an education must foster intellectual growth and that the community college has the duty of inculcating habits of open-mindedness and disciplined inquiry and of promoting the development of well-reasoned judgment. The community college thus contributes to the growth of mature citizens who are capable of stimulating and enriching the world in which they live.

We at Casper College believe that the community college should give personal attention to students in an atmosphere of cordiality and friendliness. We believe that the community college should afford the student opportunities to consult with instructors. Moreover, we believe that a community college should provide the student adequate opportunities for cultural and social activities which add to the educational experience.

Institutional Purposes

Purposes and objectives have developed from the needs of the student clientele, the nature of the community, and the belief that post-high school education should be afforded to all high school graduates and other adults.

The educational task of Casper College is therefore designed

1. to provide continuing education for members of the community for educational, vocational, and leisure-time needs;
2. to provide programs comparable to those offered in the first two years by baccalaureate degree granting institutions;

3. to provide vocational and semi-professional terminal programs;
4. to provide guidance and counseling for students;
5. to provide general education and activities that will broaden and deepen the student's culture and enhance his awareness and appreciation of his role in society.

These purposes become viable in a college setting where students and faculty participate in a partnership between learners and teachers.

Further, the institution is obligated to stimulate and lead the intellectual and cultural life of the community; to furnish programs for information and entertainment; to provide a center for participation in recreational activities; and to lead in the civic, social, moral and educational development of the community.

Specific Aims

Casper College encourages students to discover their abilities as well as to recognize their limitations and to plan their educational programs accordingly.

Students are encouraged to acquire the basic knowledge and skills necessary for their advanced training or their chosen occupations. They are encouraged to develop the ability to think critically and objectively as well as to make sound judgments; they are encouraged to formulate personal philosophies that will lead them to self-realization.

Casper College encourages students to assume responsibility for developing good character, desirable personality traits, and social competence; and to prepare for intelligent and effective participation in the life of the family, the community, the nation, and the world.

FINANCIAL RESOURCES

To appreciate the college's fiscal position a resume of statutory provisions for financing is necessary.

The Wyoming State Constitution is unique in that it provides for the establishment and support of only one institution of higher learning, the University of Wyoming.[1]

Casper College was established in 1945 under authority granted by the Wyoming State Legislature of that year.[2] That legislation permitted Natrona County High School District to offer courses for college credit.[3] Financial support was provided by a levy of two mills on the property in the district.[4]

An attempt to separate the college from the high school was made in 1961 under a law enacted by the legislature in 1951.[5] Clarification of the legality of this action was sought in friendly litigation in 1963. To that time the college functioned as a separate entity with control vested in the Casper Community College District Board of Trustees. As the result of litigation in 1963 control of the college reverted briefly to Natrona County High School District, but a new election in October, 1963, established the complete legality of the separation.[6] A 1963 statute made the transfer of all the college's property from the high school district to the college district possible.[7]

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[1] See page 23 for citations.

Community College Mill Levy

In 1953 the tax limitation for financial support was increased to two and one-half mills within the college district.[8]

In 1963 the statute increasing the maximum allowable mill levy from two and one-half to four mills was enacted. The 1963 October election also increased the college district's mill levy to this four mill maximum.[9]

	Assessed Valuation	Amount Received
1965-66	$131 million	$524,029
1966-67	134 million	536,981
1967-68	130 million	520,000

General Obligation Bonds

Statutory authority for the issuance of general obligation bonds was granted community colleges by legislation in 1951.[10]

The 1951 provision for bonding was superseded by a similar provision in the Wyoming Community College Code of 1967.[11] General obligation bonds must be approved by the electorate and may not exceed two percent of the assessed valuation of the college district.

A 1965 decision of the Supreme Court of Wyoming ruled that this two percent limitation was in addition to the ten percent limitation imposed upon school districts by the Wyoming Constitution.[12]

A 2.65 million dollar expansion program is underway, financed by the residents of the college district by means of general obligation bonds, approved by bond election, in the amount of 2.3 million dollars. The balance is made up of the following: Goodstein Foundation Library grant; State of Wyoming grant for the Vocational-Technical Building; and gifts from various individuals and organizations.

Revenue Bonds

Permissive legislation for the issuance of revenue bonds was enacted in 1963.[13] Casper College employed this legislation to issue revenue bonds for the construction of the three dormitories and the College Center.

Revenue from the College Center and dormitories is earmarked for the retirement of revenue bonds and for the payment of interest. These revenues are derived from rent from dormitory rooms, bookstore revenue, cafeteria contracts, and miscellaneous income.

At June 30, 1967, one bond of $23,000.00 has been retired, and the bond payment account has accumulated $38,577.54 for the further retirement of bonds.

The Wyoming Community College Code

The 1967 Wyoming State Legislature passed the Wyoming Community College Code of 1967.[14] This law brings together all laws pertaining to community colleges.

State Aid

The procedure for allocating state aid is outlined in the Wyoming Community College Code.[15] State funds are distributed biennially, and the appropriation is distributed according to the number of full-time students. The Community College Commission establishes the formula for defining full-time students.

To qualify for full state aid the district must have levied a tax of four mills on the assessed valuation of the district; any college district failing to do this will receive only a proportionate share of state aid.

The general appropriation for Casper College for the 1967-68 biennium increased the amount for each full-time student. For Casper College this increase was $360,000, with an allotment of $300 for each full-time student.

The state provides partial support, through the University of Wyoming, for the Registered Nurse program.

Vocational-technical courses receive aid amounting to 50 percent or less of their cost.

Federal Aid

Casper College has participated or is participating in programs under Titles I, IIA, III, and VIA of the Higher Education Facilities Act of 1963. It also participates in programs under the National Defense Education Act of 1958, the Vocational Act of 1963, the Work-Study Program, and the National Science Foundation.

The college is exploring the possibility of obtaining grants under the Allied Health Professions Personnel Training Act of 1966, the Nurse Training Act of 1964, and the Law Enforcement Assistance Act of 1965.

Foundations and Trusts

The Casper College Foundation was organized and incorporated in 1962 as a non-profit corporation to serve as the recipient and custodian of funds and property given to Casper College. It qualifies as a tax exempt corporation for federal income tax purposes and provides legal assistance, through tax counsel, to make certain that the donor may claim a deducation for his gift within the framework of current federal income and estate tax legislation. The Charter requires that all assets of the corporation be used solely for educational purposes.

Corporate by-laws vest the control of the Foundation in thirteen members, designated as follows:

President of First National Bank of Casper
President of Security Bank and Trust Company

President of Wyoming National Bank of Casper
Senior District Judge
President of Casper College
Elected Trustees of Casper College (7 members)
Business Manager of Casper College

Within the past year the Casper College Foundation has received $56,200 in stocks in the Wyoming Industrial Development Corporation from fifteen private donors.

Since the formation of the Casper College Foundation over $57,000 has been received in gifts and donations of which $48,560 is restricted as to the use, $7,500 is unrestricted, and $1,100 is without instructions for disposition. Of the restricted funds $24,700 is for scholarships; $19,860 is to help meet the cost of construction of the Goodstein Foundation Library; and $4,000 is to purchase equipment in the furtherance of geological instruction.

A gift of $60,000 was given to Casper College July 11, 1964, by the Civic Association, Inc., of Casper. The Civic Association was a group of business men who organized themselves to alleviate the critical housing shortage following World War II. Under terms of the gift to the college, this money was to be used to help meet the costs of constructing residential apartments for married students. Rental income was to be used for loans to students and to meet the cost of management and supervision of the apartments. The college was authorized to retain 20.635 percent of all rental income while the balance, 79.345 percent, must be deposited in a trust account designated as "Civic Association, Inc., Student Loan Fund."

Three buildings were constructed in 1965, each with four apartment units, at a total cost including furniture and fixtures of $134,854.67. Each apartment provides a living room, bedroom, kitchen, and bath and rents for $72 a month plus electricity. Occupancy of these apartments has been high since they were opened.

The Civic Association transferred its remaining assets to the college in 1966. These assets consisted of $3,372.87 in cash and eighteen parcels of real estate with an appraised value (1967) of $54,710. The agreement established a "Civic Association College Trust" administered by three members: these include one person designated by the Board of Trustees of Casper Community College, one person designated by the Civic Association, and the President of Casper College. These trustees are charged with the management of these assets so that additional married student quarters may be constructed when needed. No additional apartments have been constructed since 1966.

Since the establishment of the Civic Association loans outstanding to students have fluctuated between $4,000 and $6,000. Annual rental from apartments approximates $8,200 with around $6,000 deposited annually to the student loan fund. Markedly fewer loans have been made from the fund owing to the more favorable terms of loans provided through NDEA. As a result over $10,000 has been accumulated in the student loan fund for which there appears to be no immediate requirement. Under terms of the original gift agreement, money so accumulated is restricted to student loans until it totals $60,000. The trustees then have authority to use money in excess of this amount for purposes other than loans to students.

Other Revenues

The Casper Civic Symphony provides $3,000 as partial support of symphony-connected activities carried on through the college.

A secretarial allowance is provided by the Rural Electrification Administration.

Financial Statements

An independent public accounting firm prepares an annual consolidated balance sheet incorporating assets and liabilities for all accounts. Statements on the following funds are submitted each month to the board of trustees.

The General Budget, which includes the Current Operating Fund Revenues Statement reflecting the estimated revenues, the amounts received, and the balance, and includes the percentage of revenues received. The General Budget also includes the Budget Expense Statement, which records original amounts budgeted in each category, less expenditures and encumbrances, and the balance, as well as a percentage of the budget expended and encumbered.

The Building Fund, the balance sheet of which represents cash on hand and invested, amounts expended in the construction of each building, and furnishings and equipment for each building. The amount of the original general obligation bond issue, and grants, along with income from interest on investments is also reflected in this balance sheet.

The Casper College Foundation, the balance sheet of which reflects the cash position, assets, and liabilities.

The Civic Association Account, reflected in a Profit and Loss Statement and a balance sheet.

The Auxiliary and Agency Fund, reflected in a Statement of Account Balances. This account is used as a depository for student activities, scholarships, tuition (to be transferred to the General Budget) and as such the account has no revenues of its own.

Statements on the College Center and Dormitory Fund are submitted to the board of trustees once at the end of each semester and at the end of the fiscal year, June 30. Income for this fund is received in full at the end of each semester, and expense is estimated for interim statements.

Accounting Procedure

All accounts are on the cash basis. Separate accounts are kept for the following funds:

General Budget Account
Auxiliary and Agency Fund
Building Fund
College Center and Dormitory Fund
Civic Association
Federal Programs
Foundation

The accounting system has met the approval of a local CPA firm and the State Examiner's Office.

The General Fund expenditures are divided into eight general classifications in accordance with recommendations of the Community College Commission, as follows:

1. General Control
2. Instructional Services
3. Operation of Plant
4. Maintenance of Plant
5. Auxiliary Services
6. Fixed Charges
7. Capital Outlay
8. Cash Reserve Fund

For internal control a cashier handles receipt and deposit of cash, divorcing the handling of cash from the duties of the bookkeeper. Audits are conducted annually by a CPA firm for:

College Center and Dormitory Fund
Auxiliary and Agency Fund
Casper College Foundation
Civic Association Student Loan Fund
Bookstore (a subsidiary ledger with the College
  Center and Dormitory Fund)

Federal programs, such as Work-Study and NDEA, are audited by the federal auditors annually.

The cafeteria is catered by Prophet Company. Casper College provides and maintains equipment and certain supplies. Payment to Prophet Company is based on the number of active contracts as shown in the monthly board count. An active card file is maintained and is balanced to the control account in the College Center and Dormitory Fund.

General Fund and Building Fund are audited by the Wyoming State Examiner's Office. Internal audits are conducted by the college accountant. Employees under bond are covered by a blanket insurance policy.

Summation of the Budget

The business office is charged with handling all money received and expended by the college, including money for student activities. All purchasing and budget control is centralized in the business manager. Purchase requisitions are originated by those individuals needing the materials and approved by the division chairmen. Purchasing by clubs and organizations that is not part of the college general budget is accomplished by requisition signed by the club officers and sponsors and submitted to the business office. Upon receipt and approval by the business manager a purchase order is issued. Normally those items or services costing $1000 or more are purchased through competitive bidding.

The college budget is prepared during the spring semester. The business manager supplies each of the division chairmen with budget preparation forms along with instructions and assistance in the preparation of their initial budget requests. Division chairmen require each of their department heads to list their requirements of classroom supplies, repairs, replacements, new equipment, student help, student travel, instructor travel, and miscellaneous, identifying each with a dollar-cost estimate. These estimates are based upon the experience of the department for the past years as well as its plan of anticipated operation. If refinements, adjustments, and reductions are necessary, they are accomplished after a conference between the business manager and the division chairman. Estimates from all sources are arranged by the business manager to make up the proposed budget. After formal adoption of the budget, any transfer of funds from these accounts requires action by the board of trustees. In addition to this detailed listing of estimates, the proposed budget contains a summary consisting of a statement of estimated revenues by sources and proposed expenditures identified by accounts.

The president is informed of these budget activities by the business manager, as are members of the Executive Council during the months of budget preparation. Once a final proposed budget has been developed by the business manager and approved by the president, it is submitted to the board of trustees. The tentative budget is advertised in the newspaper and a date is established for the public hearing. Following the public hearing and any revisions, the board of trustees approves the budget and presents it, together with a certified estimate of the tax required to raise the appropriate amount, to the Board of County Commissioners of Natrona County. The adopted budget then becomes the authority through which the business manager controls expenditures, and operations are conducted within these restrictions.

Planning a Program for Additional Resources

The college is aware that revenues in support of the institution are inadequate to meet optimum operations. Accordingly, consideration has been given by the Community College Commission toward a program of obtaining additional sources of revenue.

It is apparent that two of the three sources of support, that is tuition and a four mill tax on the community college district, probably will not markedly be increased. The remaining source is to look to the state and legislative action, especially in view of the fact that a large percentage of enrollment comes from outside the college district.

The Community College Commission has approved a plan of requesting from the state legislature a 25 percent increase over that which is now in operation. An example of what this would mean is that, presupposing no attendant enrollment growth, this would increase state aid to Casper College $150,000 annually. Although such a proposal would increase the amount of funds available to community colleges, it certainly would not cure the inequities of financial support for those students that come to the college from outside the district. A second proposal under consideration for presentation to the legislators is a vehicle to establish a non-operating community college support district. Such a district would comprise all of the territory outside of existing college districts. A tax levy would then be made on property within the non-operational district that would be applied in support of the seven community college districts.

EXPENDITURES, BY CATEGORY

	1964-65	Percent	1965-66	Percent	1966-67	Percent
1. General Control	$129,136.00	14.18	$ 113,070.00	9.61	$ 121,142.00	8.86
2. Instructional Services	582,790.00	64.00	793,623.00	67.48	952,663.00	69.65
3. Operation of Plant	63,536.00	6.98	87,512.00	7.44	120,362.00	8.80
4. Maintenance of Plant	49,892.00	5.48	61,785.00	5.25	40,680.00	2.97
5. Auxiliary Service	1,248.00	.14	1,630.00	.14	1,340.00	.10
6. Fixed Charges	38,367.00	4.21	71,119.00	6.05	96,007.00	7.02
7. Capital Outlay	45,623.00	5.01	47,420.00	4.03	35,651.00	2.60
	$910,592.00	100.00	$1,176,159.00	100.00	$1,367,845.00	100.00

[1] Wyoming Constitution, article 7, sections 15-17.

[2] Session Laws of Wyoming 1945, chapter 82; Wyoming Statutes 1957, section 21-313.

[3] Session Laws of Wyoming 1945, chapter 82, section 3; Wyoming Statutes 1957, section 21-315.

[4] Session Laws of Wyoming 1945, chapter 82, section 2; Wyoming Statutes 1957, section 21-314.

[5] Session Laws of Wyoming 1951, chapter 146; Wyoming Statutes 1957, sections 21-445 through 21-451.

[6] Casper Community College District v. Natrona County High School District, 384 P. 2d 319 (1963).

[7] Session Laws of Wyoming 1963, chapter 67; Wyoming Statutes 1957, section 21-448. 1.

[8] Session Laws of Wyoming 1953, chapter 14.

[9] Session Laws of Wyoming 1963, chapter 42.

[10] Session Laws of Wyoming 1951, chapter 146, section 4 (m); Wyoming Statutes 1957, section 21-449 (m).

[11] Session Laws of Wyoming 1967, chapter 217.

[12] Goshen County Community College District v. School District No. 2, Goshen County, 399 P. 2d 64 (1965).

[13] Session Laws of Wyoming 1963, chapter 184.

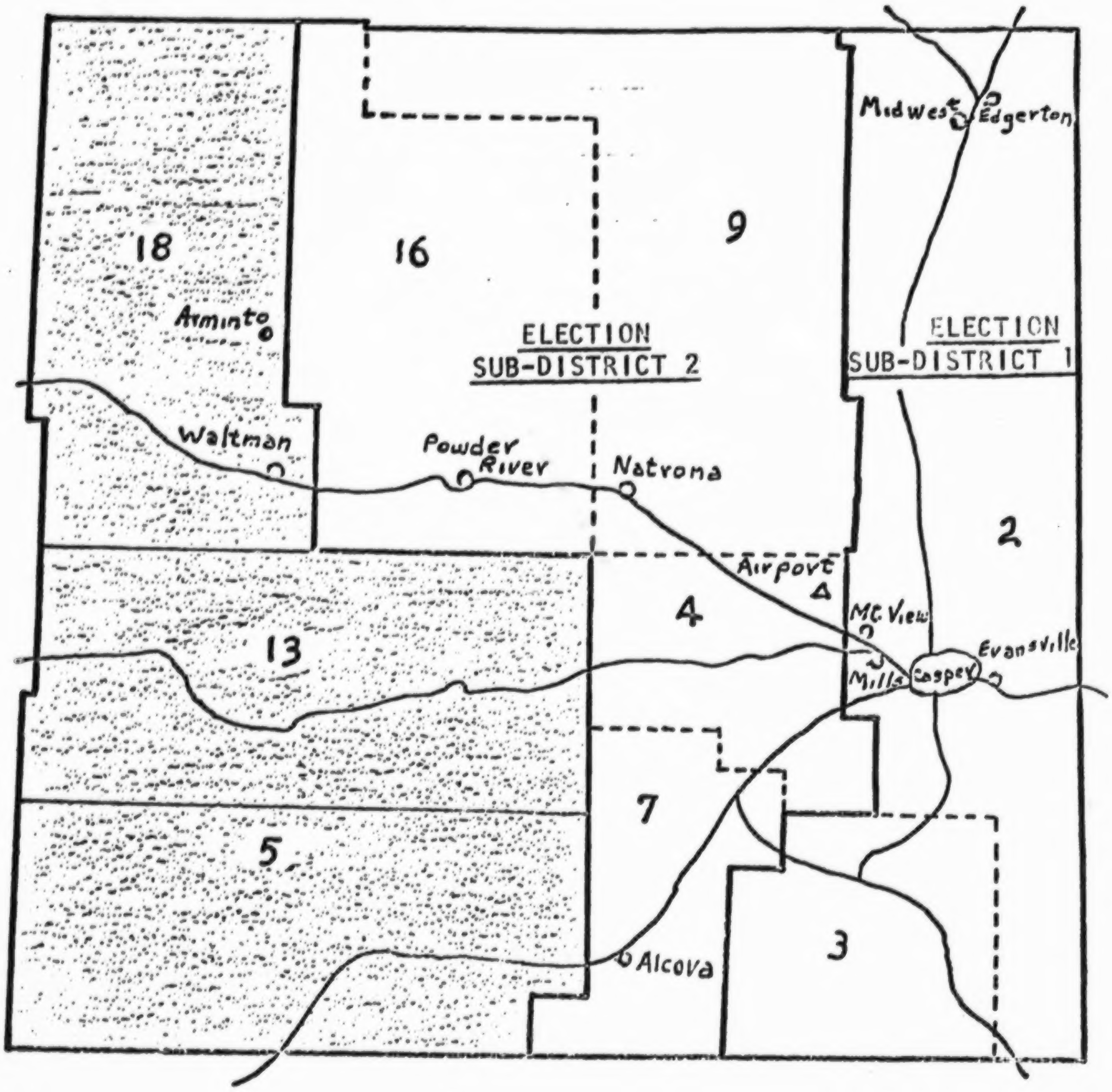
[14] Session Laws of Wyoming 1967, chapter 217.

[15] Session Laws of Wyoming 1967, chapter 217, section 12; Wyoming Statutes 1957, section 21-482.

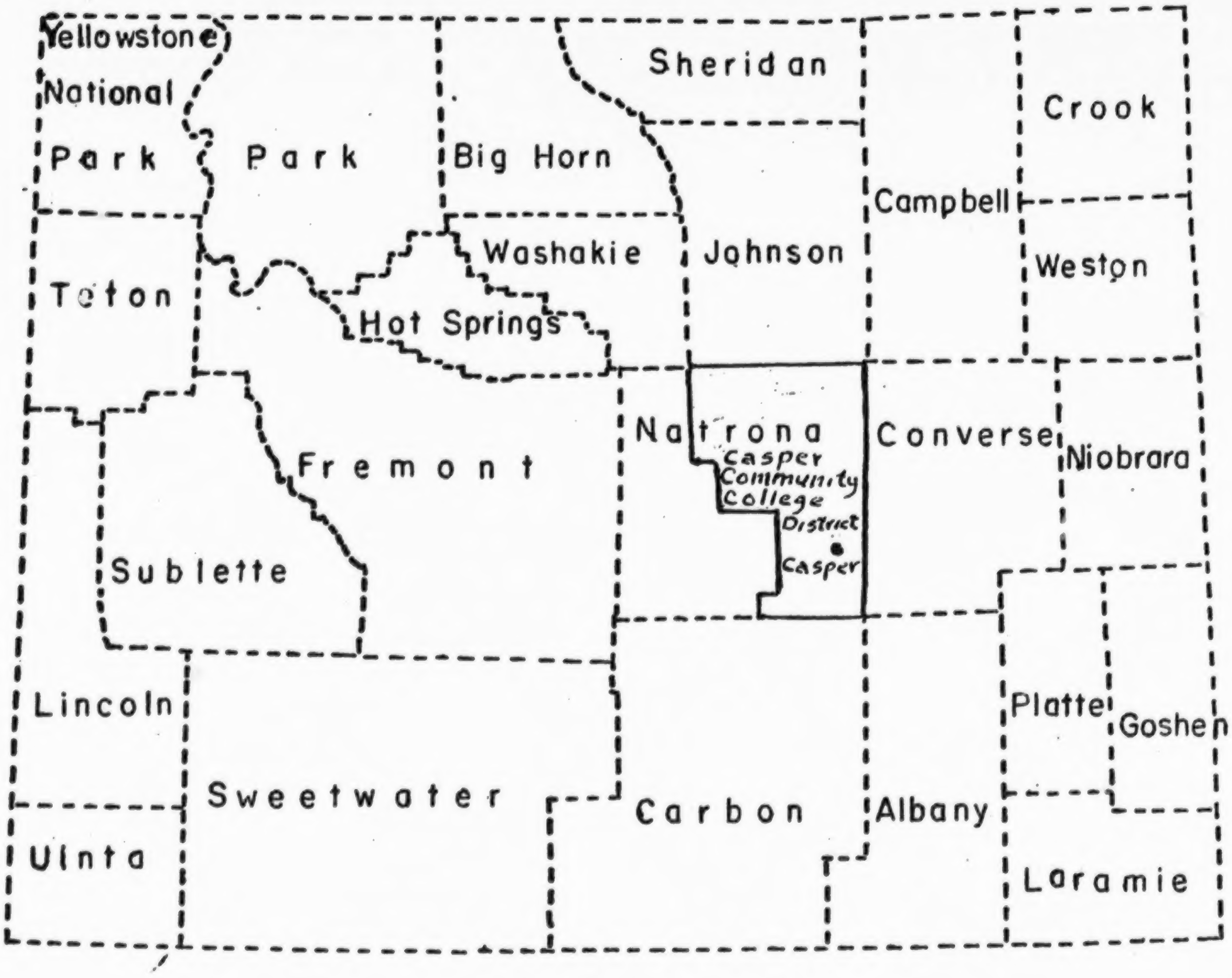
The Casper Community College District

The college district embraces approximately three-fifths of Natrona County. The bulk of the population of the district is centered in the city of Casper. Approximately 55,000 persons live in the college district.

The trustees have subdivided the college district into two subdistricts, Subdistrict 1, from which six members are elected to the board, and Subdistrict 2, from which one member is elected.


18
16
9
Midwest
Edgerton
Arminto
ELECTION SUB-DISTRICT 2
ELECTION SUB-DISTRICT 1
Waltman
Powder River
Natrona
2
Airport
4
Mc View
13
Evansville
Mills
Casper
7
5
3
Alcova

The Casper Community College District (continued)


Yellowstone National Park
Park
Big Horn
Sheridan
Crook
Campbell
Weston
Washakie
Johnson
Teton
Hot Springs
Fremont
Natrona
Casper Community College District
Casper
Converse
Niobrara
Sublette
Lincoln
Sweetwater
Carbon
Albany
Platte
Goshen
Uinta
Laramie

Studies are now being made to determine the areas that might be annexed to the college district. By statute, areas can be annexed to existing districts only by a vote of the people living in the area to be annexed.

The Community College District Board of Trustees

Each Wyoming community college has an elected board of trustees. A trustee must be a qualified elector of the tax district, and with the exception of the original board at the time when a district is formed, the length of term for each trustee is three years.

Wyoming law defines the duties of the board of trustees, vesting in it total responsibility for the community college. Casper College has been fortunate not only in the type of trustees elected, but also in the continuity which adds stability to the board. Four members have been trustees since the board's formation.

Presently the composition of the board of trustees is as follows:

William H. Brown, President: senior member of the law firm Brown, Drew, Apostolos, Barton, and Massey; graduate of the University of Wyoming College of Law; term expires 1970.

Harold Josendal, Vice President: rancher; graduate of the University of Wyoming College of Agriculture; former state legislator; term expires 1970.

Dr. Harry B. Durham, Jr., Treasurer: surgeon; graduate of the University of Denver and Northwestern Medical School; term expires 1968.

Robert R. Rose, Jr., Secretary: attorney, Rose and Rose law firm; graduate of the University of Wyoming College of Law; former state legislator; term expires 1969.

Percy M. Cooper: rancher; graduate of the University of Wyoming College of Agriculture; term expires 1968.

Charles P. Johnson: Engineer, Bureau of Reclamation; graduate of the University of Colorado College of Engineering; term expires 1969.

Dr. Roy W. Holmes: Chief of Staff, Natrona County Memorial Hospital; graduate of the University of Texas and University of Texas Medical School; term expires in 1969; (Dr. Holmes was appointed to fill out the unexpired term of John C. Hitt, who moved from the district).

Board meetings are held monthly, usually on the last Tuesday of each month. The meetings are open to the public, and the minutes are preserved permanently. Trustees receive fiscal reports and a letter of agenda prior to the meetings.

The Board of Trustees of Casper College has set the pace among community colleges in the state. Its policies and programs have served as models for the other colleges. Examples of their proposals which have met with legislative approval are the revenue bond act and the law providing for the transfer of college property from high school to college districts.

Community College Commission

Casper College is represented on the Community College Commission, which is the coordinating authority for community colleges in the state. The duties of the commission are prescribed by law. The president of the commission, who is elected from the membership, is currently the president of Casper College.

Administrative Faculty

President: Tilghman H. Aley; B.A. Southwestern College (Kansas), M.S. Oklahoma State University, Ed.D. University of Kansas. The president is responsible for the operation of the college and the implementation of its goals. He recommends and executes board policy.

Dean of Faculty: Lloyd H. Loftin, B.S. Eastern Illinois University, M.S., Ed.D., Oklahoma State University. The Dean of Faculty is responsible for the instruction, the selection of faculty, evaluation and the maintenance of standards, and coordination of day and extended day programs. He serves as acting president in the president's absence and as chairman of the Executive Council.

Dean of Students: Marie T. Stewart; B.S. University of Wyoming, M.B.A. University of Denver, Ed.D. Colorado State College. The Dean of Students is responsible for student welfare, student activities and their regulation and supervision, student housing, and student discipline. In addition, the dean is responsible for student health services, counseling and advising, athletics, and student financial aids.

Associate Dean of Students: Arthur L. Trenam; B.S. University of Maryland, M.A. University of Wyoming. The associate dean assists the Dean of Students particularly with athletics, campus security, and student discipline.

Dean of Records and Admissions: Norman D. Ball; B.S. Baker University (Kansas), M.S. Kansas State University. The Dean of Records and Admissions is responsible for admissions, academic records, and registration procedures. He also develops schedules, publishes the college catalog, and serves as chairman of the Committee on Student Affairs.

Business Manager: John M. Stout; B.A. Colorado State College, M.A. Western State College (Colorado). The business manager is responsible for financial and property records of the college, budget preparation and administration, purchasing, equipment inventory and control. He is also responsible for directing the fiscal operations of the college bookstore and the college food service, and for maintenance and repair of the college physical plant.

Dean of Vocational-Technical Education, the Extended Day Program, and Continuing Education: Ernest V. Sones; B.Ed. Colorado State University, M.Ed. Colorado State University. This officer is responsible for vocational-technical education, the extended day program, and all other special instruction.

Assistant Dean of Vocational-Technical Education, the Extended Day Program, and Continuing Education: Floyd E. Michael; B.S. University of Wyoming, M.Ed. Colorado State University. This officer assists the dean, particularly with vocational-technical education.

Director of Public Information: Joe W. Stewart; B.J. University of Missouri, M.A. University of Wyoming. The Director of Public Information administers college public information. He also coordinates the various other college publications.

The organizational chart appears on page 37.

Administration-Educational Services (Student Services)

Counselor and Director of Student Financial Aids: A. W. Vance; B.A. University of Colorado, M.S. Oklahoma University. This officer administers student financial aids, student employment, and placement. He serves as secretary to the Scholarship and National Defense Student Loan committees, and is designated the institutional representative for federal programs of student assistance.

Counselor and Director of Student Housing: A. Leroy Strausner; A.A. Casper College, B.A. Colorado State College, M.A. Colorado State College. This officer supervises on-campus student housing and oversees off-campus student housing.

Director of the College Center: Jack Romanek; B.S., M.S., Nebraska State College (Chadron). The Director of the College Center is responsible for the administration of the College Center, and for the supervision of cultural and social activities.

Guidance Counselor and Director of Testing: Richard R. Means; B.A. Nebraska State College (Kearney), M.Ed. University of Wyoming; Professional Diploma, University of Wyoming.

Guidance Counselor: Jane Mitchell; B.A. University of Wyoming, M.A. Smith College.

These officers advise students and administer tests.

Student Health Services Nurse: Jeanine Jones; R.N. Montana State University. The college nurse operates the college clinic and administers the program of student health services.

Director of Athletics: Oscar Erickson; B.S. Kansas State University, M.Ed. University of Wyoming. The Director of Athletics is responsible to the Associate Dean of Students for the operation and administration of college athletics.

Administration--Educational Services (Institutional Services)

Director of Data Processing Services: Fred Wenn; B.S. Georgia Institute of Technology. This officer is responsible for the operation of the college data processing center. He advises all divisions of the college in the application of data processing systems to their various requirements.

Registrar: Florence M. Porter; B.A. University of Colorado, M.A. University of Denver. The registrar advises foreign students, and administers Veterans Administration and selective service benefits.

Deputy Business Manager for Operations: Philip O. Doornbos; B.A. University of Kansas. This deputy business manager assists the business manager in the fiscal operations of the college and its subsidiary services.

Deputy Business Manager for Accounting: Ann Robb; I. A. S. diploma in accounting. This deputy business manager is responsible to the business manager for the accounting and control of all college income and disbursements.

Director of Campus Development: Robert G. Walkinshaw; B. S. University of Wyoming, M. Ed. Oregon State University. This officer is responsible for the maintenance and repair of college buildings and grounds, and for assisting in planning and supervising improvements and additions to the college physical plant.

Audio-Visual Aids Coordinator: Ralph R. Masterson; B. A. University of Wyoming, M. A. Colorado State College. This officer is responsible for audio-visual services.

For library services see page 105.

Administration--Instructional Faculty Chairmen

Although division chairmen are not administrative faculty *per se*, the chairmen are responsible for the planning, development, supervision, evaluation, and coordination of their respective divisions.

Chairman, Division of Business: Winifred Thomson; B. A. Colorado State College, M. S. University of Denver.

Chairman, Division of English and Literature: William S. Curry; B. A. Illinois Wesleyan University, M. A. University of Wyoming.

Chairman, Division of Humanities: Fred P. Hanselmann; B. A. St. Olaf College, M. A. University of Colorado.

Chairman, Division of Life Sciences: William M. Henry; B.S. University of Wyoming, M.Ed. Colorado State University.

Chairman, Division of Physical Sciences: Campbell McWhinnie; B.A. University of Wyoming, M.Ed. University of Wyoming.

Chairman, Division of Social Sciences: Jane Katherman; B. A. University of Missouri, M.A. University of Missouri.

Chairman, Division of Vocational-Technical Education: Floyd E. Michael; B.S. University of Wyoming, M.Ed. Colorado State University.

Committees

The thirteen standing committees execute many of the policies of the board of trustees. Since it is impractical for every faculty member to serve on a committee, the participation of instructional faculty is achieved through representative membership from each academic division of the college. The standing committees and special committees present recommendations to the Executive Council, which determines operating policy. Page 36 illustrates committee organization.

Pages 26-31 of the Faculty Handbook illustrate the membership and function of each standing committee and indicate the disposition of minutes of committee meetings. Special committees are appointed as the need arises to cope with problems that are outside the purview of the standing committees. For example, special faculty committees were convened to plan the college buildings.

Casper College Faculty Association

Beside committees, two other avenues of faculty and staff participation in the decision making process are available at Casper College. Both operate through the Casper College Faculty Association. The first avenue is in the general faculty meeting, in which the president of the college meets with the entire membership to discuss and decide items of immediate concern. The second avenue is through the president of the faculty association who sits on the Executive Council and who may bring ideas or problems of instructional faculty to that group for determination.

The Casper College Faculty Association was organized in 1965 by the faculty and staff of Casper College. The purposes and objectives of the organization are set forth in a constitution. The association was founded to represent the membership in the following interests: the continuation of the high standards for education at Casper College, the encouragement of professional educational practices, the maintenance of a professional atmosphere for instruction, the active participation in the decision making process, adequate health insurance, adequate salaries and conditions of service. The association has obtained an excellent health insurance program, developed a competitive salary schedule through its welfare committee, and provided varied social activities through its social committee.

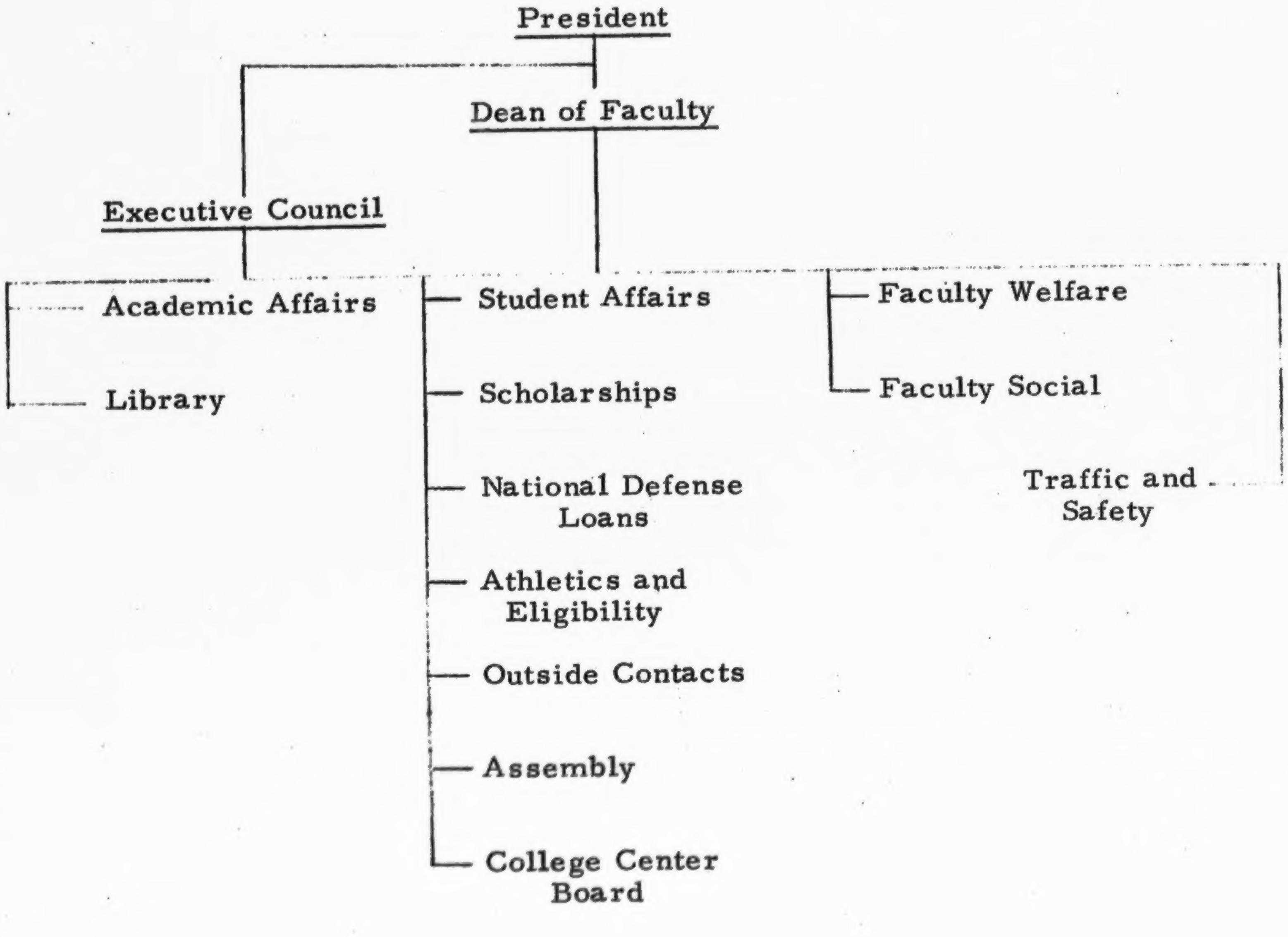
Two categories of membership in the organization exist, full and associate. Full-time professional employees of Casper College are eligible for full membership. The association makes no distinction between instructional and administrative faculty. Part-time faculty and auxiliary staff members are eligible for associate membership. The record of membership since the organization's inception has been virtually one hundred percent each year. The annual dues are $5 for full members and $2 for associate members.

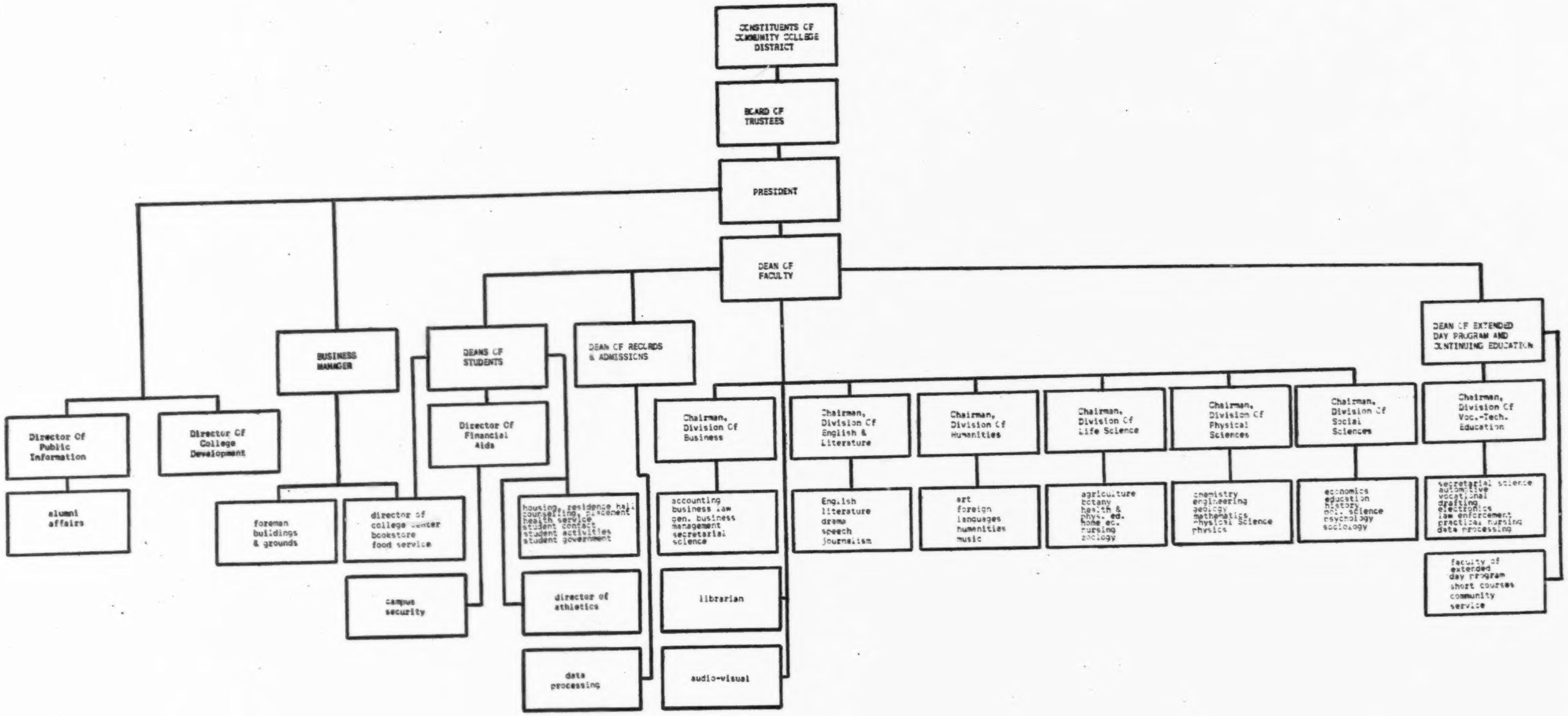
The governing body of the association is the Faculty Association Council, comprised of one member elected to council membership by each of the college's divisions. The council annually elects, from among its members, a vice-president and a secretary-treasurer for the association; the vice-president of the preceding year automatically assumes the presidency. The president, vice-president, and secretary-treasurer become the Faculty Association Directors, who administer the affairs of the association.

The association has two standing committees, the welfare and the social committee. The welfare committee is elected in a special election by the entire membership of the association. Each division is represented on the social committee, members being chosen by the divisions.

The association has enjoyed excellent cooperation with the administration and the board of trustees.

COMMITTEE ORGANIZATION


President
Dean of Faculty
Executive Council
Academic Affairs
Library
Student Affairs
Scholarships
National Defense Loans
Athletics and Eligibility
Outside Contacts
Assembly
College Center Board
Faculty Welfare
Faculty Social
Traffic and Safety


CONSTITUENTS OF COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PRESIDENT
DEAN OF FACULTY
Director Of Public Information
alumni affairs
Director Of College Development
BUSINESS MANAGER
foreman buildings & grounds
director of college center bookstore food service
campus security
DEANS OF STUDENTS
Director Of Financial Aids
housing, residence hall counselling, placement health service, student contact student activities student government
director of athletics
data processing
DEAN OF RECORDS & ADMISSIONS
Chairman, Division Of Business
accounting business law gen. business management secretarial science
librarian
audio-visual
Chairman, Division Of English & Literature
English literature drama speech journalism
Chairman, Division Of Humanities
art foreign languages humanities music
Chairman, Division Of Life Science
agriculture botany health & phys. ed. home ec. nursing zoology
Chairman, Division Of Physical Sciences
chemistry engineering geology mathematics physical Science physics
Chairman, Division Of Social Sciences
economics education history pol. science psychology sociology
DEAN OF EXTENDED DAY PROGRAM AND CONTINUING EDUCATION
Chairman, Division Of Voc.-Tech. Education
secretarial science automotive vocational drafting electronics law enforcement practical nursing data processing
faculty of extended day program short courses community service

FACULTY RESOURCES

Instructional Faculty

The community college instructor's role, although not universally understood, is to create an atmosphere for learning that permits the efficient transmission of knowledge and skill--with particular sympathy for the differences of individuals.

Formal education, teaching experience, related experiences, travel, and continued education--all determine the effectiveness of a faculty in carrying out the purposes of an institution. An examination of instructors' backgrounds suggests that the faculty is well qualified to carry out the philosophy and purposes of Casper College.

Formal Training

The following statistics are based on 83 full-time instructors. Every instructor has a bachelor's degree; and 71, or approximately 86 percent, have master's degrees. One has a professional diploma; two have Ph. D. 's. Of the 12 instructors who do not have master's degrees, two should have earned them by the end of the 1968 school year, one is working on the advanced degree, and two plan to attend school next year to work on the master's degree. One instructor is working each summer toward a doctor's degree.

The degrees by division are shown on Table I.

TABLE I

DEGREES

Division	No. of Instructors	Bachelors	Other	Masters	Percent of Masters	Other	Percent of Other	Doctors	Percent of Doctors
Business	10	10	1 LLB	8	80	1 Spec. Educ.	10		
English	14	14		13*	93				
Humanities	12	12		11	92				
Life Science	14	14		11***	80				
Physical Science	17	18**		19****	100			2	11.8
Social Science	7	7		6*	86				
Vocational	9	9		6	67	1 Prof. Cert.	10		
All Divisions	83	84	1	74	90	2		2	

*Should have one more master's degree by September, 1968.
**One instructor has two bachelor's degrees.
***One instructor has two master's degrees.
****Two instructors have two master's degrees.

In addition to the degrees that have been earned a total of 839 hours past the master's degree have been earned by some of the 71 instructors who have the second degree. This total represents an average of 11.8 hours past the master's degree for each of the 71 instructors.

Teaching and Work Experience

As formal preparation of an instructor is vital for an effective job of teaching, so also is experience in teaching. A total of 537 1/2 years of junior college teaching experience has been accumulated by the 83 instructors, representing an average of approximately 6 1/2 years experience for each instructor with the range in experience varying from 1 year to 33 years. In addition the 83 instructors have 331 years of other teaching experience for a total of 868 1/2 years of experience, or an average of about 10 1/2 years of experience for each instructor. A breakdown of experience in each division is summarized in Table II.

Many other types of work experiences have contributed to the effectiveness of the faculty. These experiences range from semi-skilled vocations, such as carpentry, office work, secretarial work, railroading, and ranching to highly technical experience in engineering, law practice, and professional performance in the fine arts. Table III lists the faculty members for fall 1968, their degrees, and experiences.

TABLE II

EXPERIENCE

Division	No. of Instructors	Junior College Experience (yrs.)	Av. Per Instructor	Other Experience	Average of Total Experience
Business	10	61	6.5	59	13.3
English	14	106.5	7.6	69.5	12.6
Humanities	12	98	8.2	43.5	11.8
Life Science	14	93.5	6.7	31	8.9
Physical Science	17	117	6.9	90	12.2
Social Science	7	19.5	2.8	4	3.4
Vocational	9	42	4.7	34	8.4
All Divisions	83	537.5	6.5	331	10.5

TABLE III

EDUCATION AND EXPERIENCE

Teacher	Highest Degree	Hours Over	J. C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
Abrachy, Gilberte	BA	8	5	2	Tutor for French Govt.
Allen, Albert	MS		3		12 years with Shell Oil Co.
Anderson, D'Esta	BS		1		Bookkeeper 12 years
Anderson, Sidney	Prof. Dipl.	3	3	24	Construction of houses
Bliss, Clarissa	MS		2		Graduate Asst. 3 1/2 years
Brakke, Leonard	MS	49 1/3	5	10	
Brown, Norman	MS	32	1		Exploration geologist 10 years
Burgess, L. Dale	MA & MS		9	2	Garage mechanic
Chambers, William	MEd		5		Auto mechanic 6 years
Clark, Wesley	MA		2		Aviator 14 years; bus. exp. 7 years
Cochran, Grace	MA	3	5		Business experience
Cox, Nancy	MS	6	1		Graduate Asst. 1 year
Cramer, Sue	BS	34	1		Graduate Asst. 2 years
Curry, William	MA	20 2/3	22	14	

Table III (continued)

Teacher	Highest Degree	Hours Over	J.C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
Demorest, Margaret	MA	3	8	10	Commun. Theater--actor and director
Dinges, Harry	BS		6		Electronics tech. 12 years
Elle, Marvin	MS	31	4	1	Mfg. and retailing 15 years
Enyert, Richard	PhD		2	3	Engineering 16 years
Erickson, Oscar	MEd		10	10	
Fenwick, Willis	MS	36 2/3	9		
Fisher, Dorothy	MS	22	20	10	Newspaper reporter 3 years
Flegg, Mae	MA		2	12	
Forsythe, Mary M.	BS	32	2	3	Hd. nurse in hosp; pub. health nurse
Glover, Evelyn	MA	30 2/3	11	5	Home demonstration agent
Gaither, James	MFA		4		Practicing artist
Galbraith, Gary	MFA		1	1	
Gothberg, Edwin	MFA	30	13		Bur. of Reclam. 2 yrs; ranching 10 yrs
Graefe, Vincent	AM		2		
Hanselmann, Fred	MA	46 1/3	30	6	
Hanselmann, Vera	BA	38	10	11	

Table III (continued)

Teacher	Highest Degree	Hours Over	J.C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
Hartman, Paul	MEd	15	3	3	Industrial experience 5 years
Hendricks, Wallace	MEd	9	1	1	Auto and heavy equipment mechanic
Henry, William	MEd		17		Ranching 9 years
Hinkel, Jolayne	MA		2		Secretary 2 years
Hitt, Pauline	MM		3	10 private	
Howard, James	MA		1		Grad. asst. 1 yr.; auto mech. 2 1/2 yrs
Jacob, Robert	MBA	10	2	5	Accountant 1 year
Jacob, Shirley	MA		1 1/2	3	Library assistant 3 years
James, Verda	MA	5	3	24	
Katherman, Jane	MA	22	6	1	
Kingsolver, Richard	ME	31 1/3	8	2	Electrical work 8 years
Kinser, Thomas	MM	36	2	13	Professional performer 5 years
Koompin, Treva	MS		2	7	Secretary 11 1/2 years
Lofgren, Lawrence	MA	31 2/3	11	2	Carpentry 3 years
Logan, Carolyn	MA		1	2	Graduate Assistant 2 years
Logan, Jacqueline	MA	7 5/6	5		Oil industry 12 years

Table III (continued)

Teacher	Highest Degree	Hours Over	J. C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
McQueen, Childress	MBA	6	3	10	
McWhinnie, Campbell	MA	36 1/3	21	8	
Martin, Claude	LLB	54	2		Practicing law
Marty, Edmund	MM		6	12	Band and orchestra conductor
Masterson, Ralph	MA		13	5	College bookstore manager
Milek, James	MS		1		Graduate Assistant 1 year
Nations, Constance	BS		7		Nursing 7 years
Nelson, John	MA		6		Tile co. 8 years; grad. asst. 2 years
Nye, Janet	AB		9		Nursing 5 years
Newell, Tom	MS		1		Chemical industry
Ohlsen, Edward	BA	34	1/2	1	
Olson, Waldo	Spec. Ed.		2	16	Banking
Pelton, Evelyn	MEd-MA	15 1/3	16	10 1/2	Office work 1 year
Pennington, Edgar	MM	28	7	7	Professional singer 2 years
Phillips, Bonnie	MS	2	1	5	Secretary
Pomeroy, Clifford	MNS	30	5	3	

Table III (continued)

Teacher	Highest Degree	Hours Over	J. C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
Putnam, Dorothy	MS-MA		11	4	Nursing 2 years
Reitz, Richard	MA		6	5 1/2	Nat'l Park Service 1 year
Rickman, Floyd	MS	21	3	13	Serv. sta. owner 1 yr.; farming 1 yr.
Savey, Ron	MBA		3		Industrial accounting
Schwejda, Russell	MM	27 1/3	19	1/2	
Seese, William	PhD		5	2 1/2	Industry 1 year
Stiles, Dale	BA	8	17		Mgr. Wyo. Hereford Assn. 3 years
Suedes, Robert	MBA		8		Grocery store manager 1 year
Thomson, Winifred	MS	35	24	6	
Traylor, Janice	BS	5	2		Nursing 5 years
Treglown, Donald	MS		1		Oil co. 11 years; Army instructor
Ury, Ken	MA	24	33	2	
Ward, Robert	MA		2	7	
Weis, Norman	MBS	30	9	14	Commercial pilot
Westensee, Anna	MS		1	2	Graduate Assistant 1 year
Wheatley, Jean	AB	10	2 1/2		Camp director

Table III (continued)

Teacher	Highest Degree	Hours Over	J.C. Tchg. Exp. (yrs.)	Other Tchg. Exp. (yrs.)	Other Work Experience
Wilkes, Robert	MS		1		Graduate Assistant 1 year
Wilson, Ray	MA		2		Graduate Assistant 1 year
Wolz, Paul	MA	34	3	2	Work in Germany 3 years
Worthey, Wilbur	MA	15	4	7	R.R. clerk 2 yrs; carpentry 1 yr.
Zimmerman, Gail	MA	57	3	2	
Total			537 1/2	331	

Community College Experience

Since a two-year college has a philosophy different from other types of educational institutions, it is important that this philosophy be understood not only by faculty but by students as well. An instructor who attended a community college as a student may have acquired insight into the problems of the community college. If this is true, then the faculty should include a representative number of community college graduates. It is important also that an institution make use of its former students. As shown by Table IV, 24 of the 83 faculty members in this study (29%) have attended a junior college as undergraduates. Furthermore, 11 of the 24 teachers, or about 46 percent of those who attended a two-year college, attended Casper College, and of the 11 who attended Casper College, nine are graduates.

Geography of Degrees

Thirty-one of the 50 states are represented by institutions that have granted bachelor's degrees to Casper College faculty members. In addition, master's degrees were earned in institutions in 22 states and Mexico and the doctorates in two other states. Although the greatest concentration of degrees is in Wyoming (21%) and Colorado (23%), the East coast and West coast are also represented.

TABLE IV

FACULTY MEMBERS ATTENDING JUNIOR COLLEGE

Division	No. of Faculty	No. Attending Junior College	No. Junior College Graduates	No. Attending Casper College	Casper College Graduates
Business	10	1	1	1	1
English	14	5	3	2	2
Humanities	12	4	2	1	1
Life Science	14	4	4	3	3
Physical Science	17	5	3	2	1
Social Science	7	3	2	1	1
Vocational	9	2	0	1	0
Total	83	24	15	11	9

TABLE V

GEOGRAPHIC DISTRIBUTION OF DEGREES

Division	No. of Bachelors	No. of States Bachelors	No. of Masters	No. of Higher Degrees	No. of States Masters or Higher	No. of BA & MA From Same School
Business	10	6	8	1	4	2
English	14	9	13	0	6	4
Humanities	12	9	11	0	8	6
Life Science	14	8	11**	0	5	4
Physical Science	18*	11	19***	2	12	7
Social Science	7	7	7	0	7	4
Vocational	9	6	6	1	4	2

*One instructor has two bachelor's degrees
**One instructor has two master's degrees
***Two instructors have two master's degrees

TABLE VI

AGES OF TEACHING FACULTY

Ages	Number	Men	Women
20-25	3	1	2
25-30	15	9	6
30-35	7	6	1
35-40	14	11	3
40-45	12	9	3
45-50	12	9	3
50-55	10	4	6
55-60	4	4	0
60-65	5	2	3
65 or over	1	0	1
Total	83	55	28

Minimum age - 23

Maximum age - 66

Mode - 35-40

Median - 40

Mean - 40.87

Foreign Travel

An integral part of anyone's educational background is travel. Traveling in our own country and learning about our own culture and history is not in any way to be discounted, but since every one of the 50 states has been visited or lived in by many of the faculty, the travel study has been restricted to travel in foreign countries. As listed in Table VII 63 of the 83 faculty members, or 76 percent, have visited countries outside the United States.

Another factor contributing to educational background is military service. Thirty-four men have served a total of 82 years, or an average of 2.4 years, in the service of the country. Table VIII shows the various branches of the armed forces in which the faculty men have served.

Continuing Education

Casper College faculty continue to increase their training, keeping up-to-date on the latest trends in education. Institutes, conventions, workshops, and professional reading are some of the means that the faculty use to maintain and improve their teaching skills and to keep informed on the latest educational developments.

Of the 57 institutes attended by Casper College faculty, 38 or two-thirds of the institute sessions were attended by members of the physical science division since most of the institutes have been sponsored by the National Science Foundation. Thirteen of the 17 members or about 75 percent of the physical science division have attended these institutes.

TABLE VII

FOREIGN TRAVEL

Country		Number of Faculty	Percent
Canada		37	45
Mexico		31	37
Europe		19	23
	England	(14)	17
	France	(14)	17
	Germany	(13)	16
Asia		8	10
	Japan	(7)	9
	Phillippines	(8)	10
	Pacific Islands	(7)	9
West Indies		6	7
Central America (excluding Mexico)		5	6
	Panama	(5)	6
South America		4	5
Africa		3	4
Australia		3	4

TABLE VIII

MILITARY SERVICE

No. Men	No. in Serv.	Percent Fac. Men in Serv.	Army	Navy	Air Force	Marines	Nat'l Guard
54	34	63	17	5	9	1	2

During the past five years members of the faculty have attended 84 conventions. Expenses were paid by the college for 29 of these 84 conventions, or about one-third of the conventions. Some of these conventions were attended by faculty members before they were affiliated with Casper College, however, so the expenses could not have been paid for by this institution. A summary of the institutes and conventions attended is given in Table IX.

TABLE IX

INSTITUTES AND CONVENTIONS

Division	Institutes Attended	Conventions Attended	Convention Expenses Paid by Casper College
Business	3	13	4
English	2	12	2
Humanities	3	13	5
Life Science	4	17	8
Physical Science	38	18	9
Social Science	2	3	0
Vocational	5	8	1
Total	57	84	29

Professional Reading

Many of the latest educational trends can be analyzed and adapted to individual uses by studying the educational journals published for the special fields. The results in Tables X and XI do not include the Junior College Journal, N. E. A. magazine, W. E. A. magazine, AAUP Bulletin, or other professional educational journals.

Work is also in progress toward advanced degrees. Three teachers are working toward a doctorate. Two of these instructors are taking advantage of Title III of the Higher Education Act of 1965 to pursue their advanced degrees. Seven other instructors are working toward the master's degree, and again two of these seven are taking advantage of Title III. In addition, six teachers are taking courses at Casper College; twelve have taken an extension course during the past five years; four have taken two extension courses, and one has taken various Air Force courses.

Ten instructors indicated that they are participating in some type of research (two of these projects are master's theses), and two others are doing independent research.

TABLE X

PROFESSIONAL JOURNAL READING

No. Magazines Read	No. of Teachers	1st Moment (M T)
0	3	0
1	16	16
2	25	50
3	17	51
4	12	48
5	5	25
6	0	0
7	3	21
8	1	8
9	0	0
10	0	0
11	1	11
12	0	0
	83	230

Mean: 2.77
Mode: 2
Median: 3

TABLE XI

READING BY DIVISIONS

Division	No. of Diff. Magazines	No. of Readers	No. of Instructors	Av. No.
Business	22	33	10	3.3
English	17	28	14	2.0
Humanities	21	32	12	2.7
Life Science	39	49	14	3.5
Physical Science	30	47	17	2.8
Social Science	20	21	7	3.0
Vocational	12	20	9	2.2
All Divisions	161	230	83	2.77

Professional Growth

Not only is it important to continue formal education, but also it is important to continue professional growth. Professional growth takes place in many ways, for example, through participation in civic, cultural, professional, and religious organizations. Casper College is represented in these types of organizations as indicated in Table XII.

TABLE XII

ORGANIZATIONS

Type	Number of Memberships in One or More	Number of Organizations
Professional	114	58
Civic	51	35
Cultural	23	16
Religious	47	--
Public School	24	8

Activities

Activities related to teaching assignments or to avocation also contribute to the teacher's professional growth. Table XIII reflects the variety of activities in which the faculty members have engaged.

TABLE XIII

ACTIVITIES

Type of Activity		Number Participating
Plays		8
Exhibits		5
Paintings	3	
Photographic	1	
Historic Dolls	1	
Recitals		11
Music	8	
Readings	2	
Poetry	1	
Instrumental Groups		4
Choirs		6
Lectures		55
Civic and Service Groups	9	
Professional Groups	12	
Religious Groups	7	
Student Groups	4	
P. T. A.	2	
Other Educ. Groups	2	
Commencement Addresses	2	
Television Appearances	12	
Radio	5	

Publications

The members of the faculty have published 23 pieces.

TABLE XIV

PUBLICATIONS

Type	Number
Theses--Dissertations	4
Professional Journals--Articles	10
Poetry	5
Books--Non-professional	1
Magazine Articles--Non-professional	1
Undisclosed	2
Total	23

Growth Through College Meetings

Also contributing to the professional growth of the instructor are meetings held on campus. These meetings generally fall into three categories--orientation meetings, division meetings, and general faculty meetings.

Each September an orientation meeting is held for all new faculty members. At this meeting the teachers are informed about school policies concerning the library services, student personnel services, and business office operation. The history and philosophy of Casper

College are also reviewed at this meeting. The Faculty Handbook, which includes information on operational procedures, academic policies, registration procedures, committee appointments, and instructional staff responsibilities, is given to each instructor.

Division meetings are called through the school year when considered necessary by the division chairmen. The number of these meetings varies with the divisions. The division meetings are useful in relaying information concerning decisions of the Executive Council. Decisions made in these division meetings are taken to the Executive Council by the division chairmen. Other matters such as schedules, curriculum changes, catalog revisions, equipment, and instructional staff needs are discussed.

A limited number of general faculty meetings are called during the school year by the Dean of Faculty and presided over by the college president or his appointed representative. At this meeting the decisions made by the board of trustees are reviewed, and the progress of the various school projects are discussed. Unless excused by the division chairmen, all faculty members are expected to attend these general faculty meetings.

Part-Time Faculty

In addition to the administration personnel and 83 full-time instructors, many other teachers teach part-time for the evening school.

The training that these instructors have varies from no college training to Ph. D.'s--depending on the types of courses they are instructing. Those without formal training have acquired expertise in their fields and have many years of on-the-job experience. This group of instructors usually teaches terminal and self-improvement courses.

Courses in the evening school that are part of the extended day program are taught by qualified instructors with many years of formal education or years of experience. If the regular day school instructors do not teach the college transfer courses, a qualified teacher is hired to this part-time position.

The salary schedule for part-time instructors employed in the Extended Day and Continuing Education programs is as follows:

Doctorates - $7.00 per contact hour
Masters - 6.00 per contact hour
Bachelors - 5.50 per contact hour
Other - 5.25 per contact hour

Salary Schedule

The present salary schedule was adopted in the spring of 1967 by the board of trustees upon recommendation of the Faculty Welfare Committee and the president of the college. The schedule evolved from an extensive study by the Welfare Committee, who reviewed salary schedules from many other junior colleges, and after much debate and compromise presented the schedule for approval. The added features of this new schedule, Table XVI, were an improved base pay (from $5,750 to $6,200) for a master's degree and the addition of another classification for master's degree plus 15 hours. Tables XV and XVa show salary distribution of the faculty.

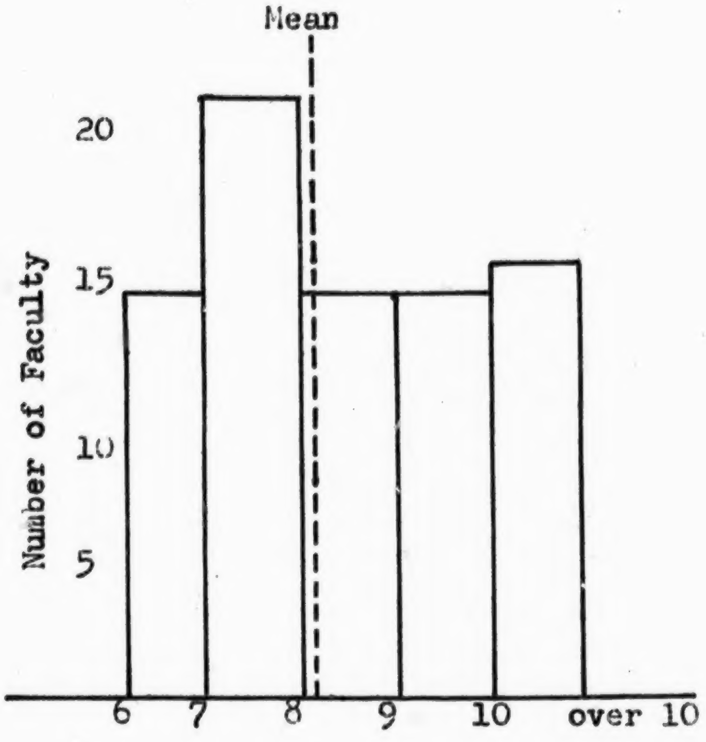
TABLE XV

SALARY DISTRIBUTION

Salary	Number of Teachers
$ 6,000 - 6,999	15
7,000 - 7,999	22
8,000 - 8,999	15
9,000 - 10,000	15
* Over $10,000	16
	83

* Includes some teachers with extra duties for which they receive additional pay.

TABLE XV a



Salary in thousands of dollars

Mean salary
$ 8179.13

TABLE XVI

SALARY SCHEDULE

STEPS	II BA		III MA		IIIA MA+15		IV MA+30		V Doctorate	
	R	A	R	A	R	A	R	A	R	A
1	0.90	5,580	1.00	6,200	1.05	6,510	1.10	6,820	1.20	7,440
2	0.95	5,890	1.05	6,510	1.10	6,820	1.15	7,130	1.25	7,750
3	1.00	6,200	1.10	6,820	1.15	7,130	1.20	7,440	1.30	8,060
4	1.05	6,510	1.15	7,130	1.20	7,440	1.25	7,750	1.35	8,370
5	1.09	6,758	1.20	7,440	1.25	7,750	1.30	8,060	1.40	8,680
6	1.13	7,006	1.24	7,688	1.29	7,998	1.34	8,308	1.44	8,928
7	1.17	7,254	1.28	7,936	1.33	8,246	1.38	8,556	1.48	9,176
8	1.20	7,440	1.32	8,184	1.37	8,494	1.42	8,804	1.52	9,424
9	1.23	7,626	1.36	8,432	1.41	8,742	1.46	9,052	1.56	9,672
10	1.26	7,812	1.40	8,680	1.45	8,990	1.50	9,300	1.60	9,920
11	1.29	7,998	1.43	8,866	1.48	9,176	1.53	9,486	1.63	10,106
12	1.32	8,184	1.46	9,052	1.51	9,362	1.56	9,672	1.66	10,292
13			1.49	9,238	1.54	9,548	1.59	9,858	1.69	10,478
14			1.52	9,424	1.57	9,734	1.62	10,044	1.72	10,664
15			1.55	9,610	1.60	9,920	1.65	10,230	1.75	10,850
16			1.58	9,796	1.63	10,106	1.68	10,416	1.78	11,036

R = Rate
A = Amount

Fringe Benefits

Many fringe benefits are offered to faculty members. These benefits include insurance, retirement, continuing contract, and use of school facilities.

Insurance

Four types of insurance are available to the faculty through the college business office.

Life Insurance--Each faculty member is provided a $5000 term insurance policy by the board of trustees. Another $5000 term policy is provided by the board through the group hospitalization program.

Hospitalization Insurance--The Casper College Faculty Association sponsors a group medical plan which includes major medical and hospitalization benefits. Members of the Faculty Association are eligible to participate in this medical plan, and about 75 percent of the instructors take advantage of this program. Since the program started in 1966, 40 teachers or members of their families have received benefits from the plan.

Income Protection--On February 1, 1962, an income protection plan was initiated with the college board sharing the cost with the faculty by a 20 to 80 ratio. Under the provisions of the policy a teacher may collect one-half of each month's salary (maximum $500 a month) for a maximum of five years. The insurance payments start after a continued illness of three months. Income protection for the first three months is provided by the college. This sick leave policy is being reviewed.

Liability Insurance--For about eight years the personal liability of each instructor for school connected work has been protected by a $100,000 general school insurance policy. This protection includes coverage for accidents which might occur while operating any of the school vehicles. This insurance policy contains no air travel clause.

Retirement

The Federal Social Security Program and the Wyoming Retirement System are the two components of the retirement program. Social Security withholding is computed at the rate of 4.4 percent of a maximum base salary of $7,800 with an equal amount being contributed by the employer. The Wyoming Retirement rate is three percent on a salary base of $8,600. This contribution is also matched by the employer.

The Wyoming Retirement Act provides for disability retirement. Any member with 15 or more years of service may retire on account of disability. Upon proof of disability the instructor is entitled to receive a disability allowance (for the period of disability) of an amount equal to the amount that would be paid upon retirement at the age of 60. Variable factors, such as age, prior membership in other Wyoming retirement plans, and length of service, enter into the computation of the exact amount that may be paid at retirement.

Continuing Contracts

Contracts are reissued each spring. Generally, any instructor not notified in writing of termination of employment by March 15 of each year may consider himself reemployed.

Sabbatical Leaves

The board of trustees is considering a plan for sabbatical leave. According to the terms of this tentative plan, a faculty member with six or more years of service would be eligible to apply for a sabbatical leave. One applicant each year would be chosen by the board to pursue a course of advanced study for a period of one academic year. During this year he would be paid at a rate equivalent to one-half of his regular salary.

Academic Year Leaves

Leave for the regular college academic year to attend graduate school may be granted by the president. The teacher applying for such a leave must already have earned the master's degree. Each application is considered on its own merits. The ability of the administration to adjust teaching assignments during the period of leave is one factor that is considered.

The academic year leave results in a salary loss. However, upon return the teacher will receive the annual increment given the faculty during his year of absence.

Tuition Waivers

The college has followed a plan for several years of waiving tuition for children of faculty members, provided that the children are high school graduates. Those students attending college under this policy must maintain a 2.00 average for the waiver to remain in force. The student must pay fees other than tuition. Also staff members may attend classes without paying tuition. During the fall semester of 1967, three faculty members took advantage of this benefit.

In-Service Training

Faculty and staff members may enroll in any Extended Day School class as part of an in-service training program at no cost. The family of faculty and staff members must pay full tuition.

Student Help

Student secretarial service for instructors, as well as student help when required, is provided from budgeted funds within each division. Additional student help is available under the Work-Study Program of the Economic Opportunities Act.

Admission to Extracurricular Activities

Free admission to plays, rodeos, basketball games, and the Civic Symphony and other musical concerts is provided faculty.

Payroll Savings

The business office provides the bookkeeping required for payroll savings plans such as the U. S. Savings Bond plan, the credit union, and the various tax-sheltered annuities.

Facilities

An effort has been made to provide adequate office space for each instructor. Whenever possible private offices, telephones, desks, file cabinets, typewriters, and bookcases have been provided. Other office supplies and equipment are supplied by budgeting arrangements within each division. Presently, all faculty have private offices.

Faculty Lounge

A faculty lounge is located on the second floor of the College Center; free coffee is available for faculty members there. Some of the faculty eat lunch in the faculty lounge.

Duplication of Materials

Two machines are available to faculty members for duplicating materials; the Xerox 2400, located in the Records Office, and a Gestetner mimeograph located in Room AD 136. Some divisions also have duplicating equipment.

Data Processing

Data processing equipment, including an IBM 1130 computer, is available for faculty projects when the equipment is not being used for institutional or instructional purposes.

Health and Recreational Facilities

The gymnasium facilities, including a steam room, are available for faculty members when not in use for scheduled sports events or classes. Additional recreational facilities including billiards and table tennis, are available in the T-Bird Lounge of the College Center.

The college nurse will treat faculty for minor ailments.

Civic Apartments

The Civic Apartments are available to married faculty members when not occupied by students.

Travel

Faculty members are encouraged to use school cars or common carriers for trips involving college activities or college business. The division chairmen approve the use of these cars, which are then requested through the Dean of Faculty. When college cars are not available, personal cars are used, and the owner of the car is reimbursed nine cents a mile. When additional expenses are authorized by the college, validated receipts for expenditures are returned to the business office for reimbursement. Funds sometimes become available for travel. Arrangements for the use of these funds are made through the division chairmen.

Selection of Personnel

The policy of Casper College is to employ instructors of the highest caliber--instructors whose educational experience and backgrounds reflect a strong academic proficiency and a sincere dedication to the teaching profession. If Casper College is an outstanding educational institution, the policy of making teachers its prime concern is the principal reason.

The recruitment policy of the college varies according to need. In general, however, a prospective teacher completes an application form and sends the usual academic credentials. This application and transcript are reviewed by the appropriate division chairman who may ask some members of his division to assist in this review. The Dean of Faculty and President also review the credentials, and if all concerned are interested, the applicant is asked to appear for an interview, with expenses paid by the college. The interview with the applicant involves the President, Dean of Faculty, appropriate division chairman, and instructors. If the position is offered but declined, one-half the expenses are paid by the college.

No policy has been formulated, nor is such a policy anticipated, for giving academic rank to faculty members. Each instructor is placed on the salary schedule at the time of employment according to his training and experience, and he progresses along the steps of the salary schedule as he gains experience and training.

Letters of Commendation

In 1966 the President and the Dean of Faculty presented the names of twelve instructors to the board of trustees who passed a resolution of commendation for these teachers for the outstanding contribution in the classroom and the display of loyalty and cooperation toward the total college program and objectives. This resolution was read into the board minutes, and letters, signed by the President, were sent to the honored teachers. Owing to a change in the office of Dean of Faculty in the middle of the 1966-67 school year, this practice was not continued for that year.

Casper College has retained a high percentage of its faculty. During the past five years the number of faculty members leaving and the reasons for leaving are recorded in Table XVII.

Preparations for Class Sessions

The potential effectiveness of an instructional staff is related to the number of class preparations, student contact hours, and credit hours each teacher is assigned. See Tables XVIII, XIX, and XX.

TABLE XVII

LOSS OF FACULTY

Year	Number	Reasons	Percent
1963	2	Advanced degree	10. 2
	1	Family move	
	1	Other employment	
	1	Home making duties	
1964	1	Temporary teacher	1. 8
1965	2	Advanced degree	7. 5
	1	Child	
	1	Death	
	1	Other employment	
1966	1	Advanced degree	9. 2
	1	Pregnancy	
	1	Family move	
	1	Marriage	
	1	Other employment	
	1	Change of position	
	1	Retirement	
1967	2	Advanced degree	4. 8
	1	Death	
	1	Family move	
1968	1	Resigned	

During this five year period one part-time teacher and one full-time teacher were asked to resign.

TABLE XVIII

NUMBER OF PREPARATIONS

Preparations		1		2		3		4		5	
Division	Total No. of Tchrs.	No. of Tchrs.	Mean Contact Hrs/Wk	No. of Tchrs.	Mean Contact Hrs/Wk	No. of Tchrs.	Mean Contact Hrs/Wk	No. of Tchrs.	Mean Contact Hrs/Wk	No. of Tchrs.	Mean Contact Hrs/Wk
Business	10	3	475	2	230	3	374	2	280	0	0
English	14	3	304	4	237	5	343	1	198	1	228
Humanities	12	1	147	0	0	6	230	3	315	2	488*
Life Science	14	5	522	3	523	2	324	3	430	1	227
Physical Science	17	2	558	4	399	6	410	5	349	0	0
Social Science	7	1	333	0	0	4	719	2	438	0	0
Vocational	9	2	589	5	307	1	370	1	250	0	0
All Divisions	83	17	454	18	349	27	391	17	349	4	358

*Art Classes

TABLE XIX

STUDENT CONTACT HOURS

Division	No. of Instructors	Mean of Student Contact Hours	Range	Diff.	Total No. of Contact Hours	Av. Class Size
Business	10	375	194- 515	321	3,748	37.5
English	14	286	157- 409	252	3,997	20.4
Humanities	12	287	147- 541	394	3,448	24.0
Life Science	14	524	81-1176	1095*	7,263	37.4
Physical Science	17	413	197- 634	437	7,015	24.3
Social Science	7	594	333-1387	1054	4,160	85.0
Vocational	9	348	86- 589	503	3,133	38.6
All Divisions	83	395	81-1387	1306	32,764	36.5

*Large difference due to nursing instructor with administrative duties.

TABLE XX

CREDIT HOURS AND CONTACT HOURS
(Per Week)

Division	Av. Credit Hrs. Mean	Mode	Range	Av. Contact Hrs. Mean	Mode	Range
Business	12.7	15	8-18	15.8	15	10-18
English	12	12	6-14	12.8	12	9-17
Humanities*	14.4	17	9-17	17.4	20	9-25
Life Sciences**	8.6	6	4-15	16.9	20	6-24
Physical Science	12.4	16	4-17	17.2	15	15-23
Social Science	15.1	15	14-16	15.1	15	14-16
Vocational***	16.2	16	8-21	25.1		9-40

*Music omitted
**P. E. ½ credit
***Practical nursing meets 40 hours a week.

Extended Day School Assignments

Along with the regular day-school teaching assignments, some teachers fulfill a part of their assignment by instructing transfer courses in the Extended Day School. Instructors who teach two consecutive semesters in the evening school may expect a semester's relief from these duties. The assignments during fall semester of the Extended Day School of 1967-68 are reflected in Table XXI.

General Duties

Each instructor is expected to be on time for his classes and to be prepared to instruct effectively. Each instructor is expected to keep a current course outline for each course on file with his division chairman.

Administrative Responsibilities

A limited number of administrative responsibilities are assigned to each instructor. These include keeping records of grades and attendance, informing the proper counselors of excessive absences, participating in the general guidance program by making time available to students for private conferences, assisting the division chairman with catalog revisions, ordering textbooks, and submitting suggestions for curriculum revisions. Besides the division chairmen, whose administrative responsibilities have been described, four other instructors have additional administrative duties that vary according to the assignment.

TABLE XXI

EXTENDED DAY SCHOOL
(Fall 1967)

Division	Total Instructors	No. in E-D S	Credit Hours Offered in E-D S	Total Credits Offered in Div. (Day and Night)	No. of Hrs. Taught By Day Faculty	Percent of Total Hrs. Taught At Night	Percent of Hrs. Taught in E-D S By Day Faculty
Business	10	3	14	127	14	11	100
English	14	4	9	73	9	12.3	100
Humanities	12	3	9	85	9	10.6	100
Life Science	14	1	2 1/2	109 1/2	1/2	2.3	20
Physical Science	17	7	36	214	30	16.7	83
Social Science	7	3	10	106	10	9.4	100
Vocational	9	0	0	116	NA	NA	NA

Thirty-eight teachers serve as sponsors for one or more of the college clubs and organizations. For the most part these sponsoring duties are voluntary. The various clubs that instructors sponsor are listed below:

Organizations	Number of Teacher Sponsors
International Club	2
Newspaper	1
Yearbook	1
Heyoka	1
Rifle and Pistol Club	2
Student Nurses Association	3
Civic Symphony - Youth Symphony	1
Ropin' and Riggin' Rodeo Club	2
Phi Theta Kappa	3
Thunderettes	1
Cheerleaders	1
Taendas	1
Intramurals	1
Pre-professional Club	1
Deseret Club	1
Alpha Mu Gamma	3
Art Club	2
"Expression Magazine"	2
Samathrace	1
College Republicans	1
Circle K Club	1
Christian Science College Organ.	1
Ichthus Club	1
Young Democrats	1
Student Education Assn.	2
Newman Club	1
Outing Club	2
Engineering Club	1
Home Economics Club	1
Amateur Radio Association	2
Agriculture Club	1

In addition to administrative duties and sponsorships, members of the faculty are asked to serve on committees; to act as chaperones a week each semester; to attend division and faculty meetings; to participate in recruiting activities such as the Contact Troupe, Student Planning Day, College Planning Days (at various high schools) and Parents' Night; and to assist as ticket-takers or timers at varsity sports events.

Faculty participation on regular committees is summarized on Table XXII.

Methods of Instruction

Any method, including the original and untested, may be employed by faculty. Faculty members may use any available equipment for classroom purposes. In Table XXIII, compiled from the questionnaires, these facts are evident.

TABLE XXII

COMMITTEE ASSIGNMENTS

Committee	Administrators	Instructors
Executive Council	8	8-Division chairmen; Pres., Faculty Assn.
Academic Affairs	4	7-One elected from each division
Student Affairs	9	7-One elected from each division
Faculty Welfare	0	7-One elected from each division
Faculty Social Committee	0	7-One elected from each division
C C Faculty Association	0	9-One elected from each division; Pres. and V-P elected at large
Library	3	4-Appointed by Dean of Faculty
Scholarship	3	7-Appointed by Dean of Faculty
National Defense Loans	5	1-Appointed by Dean of Faculty
Outside Contacts	2	7-Appointed by Dean of Faculty
Athletics and Eligibility	1	8-Appointed by Dean of Faculty
Traffic and Safety	3	2-Appointed by Dean of Faculty
Assembly	1	3-Appointed by Student Senate

TABLE XXIII

TEACHING METHODS*

Type	Number Using	Approximate Percent
Audio-Visual Aids		
charts, graphs, maps, etc.	44	53
field trips	20	24
films, filmstrips	40	48
models, objects, specimens, etc.	41	50
recordings, tapes	29	35
projectors (opaque, overhead)	33	40
other**	9	11
Class Reports		
oral	38	46
written	41	50
Discussion	70	84
Laboratory	40	48
Lecture	68	83
Lecture-Demonstration	56	67
Panel, Debate, Symposium	9	11
Projects	22	27
Term Papers	27	33
Visiting Lecturers	25	30
Independent Study	19	23
Buzz Sections	12	14
Role Playing	10	12
Other***	9	11

*Many teachers use several of these methods.

**The other audio-visual aids that are used by at least one instructor are microfilm, television, supplementary materials, and equipment in reading improvement laboratory.

***Blackboard drill, honors seminar, individual criticism, notebooks, brainstorming, and methods applicable to specific fields are included here.

Use of Library

Fifty-one different instructors make assignments that require the student to use the library. The number of library assignments made by these instructors ranges from 1 to 18 with the average being 3.5 assignments per semester.

TABLE XXIV

LIBRARY ASSIGNMENTS

No. of Library Assignments		No. of Faculty Members	1st Moment
1		15	15
2		11	22
3		10	30
4		5	20
5		33	15
7		22	14
10		2	20
11		11	11
15		1	15
18		1	18
	Total	51	180

Evaluation of Student Achievement

A variety of tests is used by the faculty in helping to make an evaluation of student achievement. Problem solving tests appear to be used more frequently than any other single type.

Teachers use the results on these various types of tests and the final test for approximately 75 percent of the final grade given in a course. This 75 percent is an average, with three teachers not using tests to determine the final grade and six teachers basing the entire final grade on test results.

Other types of evaluation procedures that are employed by faculty members include special assignments, oral symposia, outside writing assignments (themes, essays), outside reading, speed (shorthand and typing), book reports, stage band, and daily recitations. Several teachers indicated that they use these latter methods, with the percentage that each method plays in determining the final grade ranging from 5 to 100. Other methods of evaluation include neatness, improvement or progress toward goal, creativity, skill tests (physical education), and effort.

Teaching experience is the principal means the instructor uses to determine the level of performance. Seventy-one instructors indicated that they use this means of determining the level of the student's achievement, but it is used in combination with other measures.

TABLE XXV

TESTING METHODS

Type	Av. Per Instructor Per Sem.
True - False	3.6
Multiple Choice	3.5
Matching	4.4
Completion	6.2
Short Answer	6.3
Essay	5.1
Problems	7.6
Open Book	3.0
Oral	6.2
Pop Quizzes	8.5
Other*	8.7

*Includes: instrumental aptitudes, speed tests, lab practicals, stage make-up, oral interpretation, acting, memorization, diction, pronunciation, and speeches.

TABLE XXVI

EVALUATION METHODS AND PERCENT OF GRADE

	Number of Teachers and Percent each method plays in grade determination						
Method	10% or less	10-20*	20-30	30-40	40-50	Over 50	Total
Quizzes**	19	12	6	5	2		44
Daily Work	14	10	5	2	1	1	33
Class Participation	20	4				1 (100%)	25
Lab Practicals	3	7	1		1	2	14
Lab Reports	9	1	2	1			13
Jury Exam		3				1	4
Written Report (Library Research)	9	2	1	1			13
Written Report (Lab-Field Exper.)	1						1
Mid-Term Exam	7	17	7	2			33
Final Exam	3	16	24	5	4	1	53
Attendance	13	2				1 (100%)	16
Attitude	14						14
Hour Exams (Unit Tests) (Weekly Tests)	1	4	1	3	7	7	23

*Upper bound included

**Length of time for quizzes not indicated, but assumed to be different from hour exams.

TABLE XXVII

LEVELS OF PERFORMANCE

Measures	Number
Standards derived on national scale	9
Standards established in own department	32
Standards based on experience in business	19
Standards based on experience in classroom	71
Standards based on experience in academic world	11

Thirty-four instructors use standardized tests with established norms; eight other instructors have used standardized tests to help establish norms.

Consistency in determining grade level standards appears not to exist, since 60 teachers adjust performance level standards from year to year according to varying circumstances.

Teacher Evaluation

Because quality of instruction is a prime concern throughout the college, judgments on the effectiveness of faculty instruction are made each year by the division chairmen. In addition, graduating sophomores are given the opportunity to rate the effectiveness of instruction.

Classroom visitations are made by division chairmen and the Dean of Faculty. The Dean of Faculty makes prior arrangements before his visits. The division head indicates that he will visit sometime during a specified period and will visit a class as his time schedule permits.

At the discretion of each instructor, student evaluation checks may be used. The results of these student ratings are the property of the instructor, and he may use them in any way he chooses for self-improvement. However, only 34 instructors have used student evaluation checks.

Information from former students is important in evaluating instructors. Whether this information comes from planned or coincidental visits, a considerable amount of self analysis can be made by each teacher after these visits. At specified times a limited number of faculty members are invited to visit with former students who are attending the University of Wyoming.

CURRICULUM

It is axiomatic that curriculum development at Casper College must depend upon the college's educational mission as a comprehensive, two-year, community college. This means that the creation of the various curricula has always been dependent upon the factors of geography, economic necessity, legal responsibility, and community interest as well as the educational and intellectual traditions that make up any institutional philosophy. Geography is in large part responsible for courses like Petroleum Technology and Agri-Mechanics; the offering of remedial courses in mathematics and English may be said to have legal foundation since the college is obliged by law to accept any Wyoming high school graduate, many of whom have educational deficiencies. These same remedial courses may be offered because of the college's responsibilities in adult education, under a philosophy that is sensitive to community needs and jealous of the right of every person to get as much education as he can.

The point to be emphasized is the college's sensitivity to both broad and narrow needs and interests in its attempt to combine the best concepts of liberal education, vocational-technical training, and adult education, with the resultant necessity for comprehensiveness, both in the sense of offering something for almost everyone and in providing that almost everyone participate in a program of general education.

Curricula and Course Adoption

This is not to say that the proliferation of curricula or courses is encouraged, for it is not, proliferation being neither educationally sound nor economically feasible. Specific curricula or courses may originate with any member of the faculty or community, but the procedure for the adoption of new programs provides for a comprehensive review of all proposals.

Faculty proposals may go either to the division chairman or to the Dean of Faculty, depending upon whether the proposals concern courses to be taught by the division in which they originate or by some other division. Proposals from outside the faculty go to faculty members, the Dean of Faculty, or the President.

A specific proposal is submitted formally, with the curricular or course description in writing, to the Committee on Academic Affairs, a committee comprised of some administrative officers and a faculty representative elected from each division. This committee considers the proposal and recommendations from especially interested areas. If it is accepted, the proposal goes to the Executive Council for final approval. Rejection by either committee may be final or conditional.

Courses or curricula to be deleted follow the same procedure, except, of course, that a proposal to delete a course rarely comes from outside the educational establishment.

Course Changes Past Five Years, Transfer Program

Division	Total Courses Deleted	Total Courses Added
Business		
Sec. Science	0	3
Bus. Admin.	0	2
English and Literature		
Eng. & Lit.	3	9
Journalism	0	1
Speech & Drama	2	7
Humanities		
Art	1	14
Foreign Lang.	0	4
Humanities	0	1
Music	1	2
Life Sciences		
Agriculture	2	1
Botany	1	0
Home Economics	3	1
Phys. Ed.	11*	8
Zoology	3	5
Physical Sciences		
Chemistry	0	3
Engineering	1	7
Geology	0	5
Mathematics	7	7
Phys. Science	0	1
Physics	1	0
Social Sciences		
Economics	0	1
Education	1	0
History	1	3
Anthropology	0	2
Government	0	0
Psychology	0	2
Geography	0	2
Sociology	1	1
Totals	39	92

*Two of these were varsity sports.

General Education

Although this college has been sedulous in its avoidance of any position which could be described "truncated liberal arts," it has operated from a basal commitment to liberal education or, as it is often called, general education.

The concept of general education is premised on the belief that educated persons should share a common body of knowledge and tradition. The goal of general education is to acquaint the student with the disciplines by which man attempts to understand the physical and social world, so that he can relate himself effectively to that world. This requires an understanding of the scientific method, an acquaintance with the tools of the social sciences, and some knowledge of the concepts of the humanities.

But the ideal of general education is often compromised by considerations of more apparent immediacy. Students in some disciplines are required to master so many technical concepts or special skills that they cannot participate in a program based on common concerns. It has been the policy of most institutions, therefore, to provide as much general education as is consonant with reality. Because Casper College is a two-year institution, it is especially sensitive to that reality. The necessary compromise has accordingly been of continual concern and evolutionary development.

It is possible, for example, for a student to take auto mechanics for one year to the exclusion of any other area; however, should the student elect an associate degree program, he will not only get more training in auto mechanics during the second year but must also complete general education requirements as indicated in the catalog.

Since one way to see an institution's attitude toward general education is through its graduation requirements, these requirements as they pertain to general education are summarized here as they appear in the catalog (by semester hours) for convenience:

Associate of Arts Degree

English Composition	6
Social Science	6
Humanities	6
Physical or Biological Science	8
Mathematics	3
Physical Education	3

Associate of Science Degree

English Composition	6
Social Science or Humanities	6
Laboratory Science	8
Mathematics	3
Physical Education	2

Associate of Business Degree

English Composition	6
Social Sciences	6
Humanities	2-3
Physical or Biological Science	6
Mathematics	3
Physical Education	2

Associate of Vocational Education Degree

English Composition	6
Social Science or Humanities	9
Physical Education	2

Associate of Technical Education Degree

English Composition	6
Social Science or Humanities	9
Physical Education	2

Pre-Professional and Baccalaureate-Parallel Curricula

Curricula offered the student who intends to complete his study elsewhere are intended to be similar to most undergraduate programs. Certainly these curricula are similar to those of the one state university, where most (41%) of the Casper College graduates eventually go, but no deliberate attempt to emulate any specific university is made.

With the exception of a few technical courses, individual course offerings must depend upon the resident faculty, as they would in any other autonomous institution.* That the faculty should teach their own courses is considered necessary.

Courses in some areas are offered on levels designed to accommodate those students who have serious scholastic disabilities, and in at least two areas courses have been provided for advanced students: the remedial work is offered in English and mathematics;

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*Courses which are deliberately university parallel, even to the use of the same textbooks, are Engineering Measurements and Surveying, Engineering Orientation, Statics, Dynamics, Introduction to Electrical Engineering, Thermodynamics, Mechanics of Materials I, Finite Mathematics, Theory of Arithmetic, and Advanced Engineering Mathematics.
Education Department curricula are university parallel; the courses are not.

advanced work is offered in honors sections of history and literature.

As no special sections in any area of the transfer curricula are offered for those students who will terminate their formal educations in two years, all students are required to meet the same standards.

Curricular Offerings Summarized, Transfer Program

Division	Total Courses (Two Semesters)	Area Totals (Two Semesters)	
Business	25	Sec. Science	11
		Bus. Admin.	14
English and Literature	33	Eng. & Lit.	21
		Journalism	2
		Speech & Drama	10
Humanities	97	Art	34
		Foreign Lang.	22
		Humanities	3
		Music	38
Life Sciences	70	Agriculture	19
		Botany	6
		Phys. Ed.	26*
		Home Economics	10
		Zoology	9
Physical Sciences	63	Chemistry	15
		Engineering	14
		Geology	8
		Mathematics	13
		Phys. Sci.	6
		Physics	5
Social Sciences	28	Economics	3
		Education	3
		History	7
		Anthropology	2
		Government	2
		Psychology	4
		Geography	4
		Sociology	3

*Six are varsity sports.

Vocational-Technical Curricula

Casper College is now providing the largest program of vocational and technical education and training in Wyoming. Such education has been a part of the total post-high school curricula since the college first opened its doors in 1945, and the programs offered by the Vocational-Technical Division have continued to grow in number. Following are the numbers of courses in the vocational-technical curricula.

Vocational-Technical Division	Area Totals
Apprenticeships	58
Agri-Mechanics	6
Automotive Services and Repairs	6
Auto Body Rebuilding and Spray Painting	4
Data Processing	10
Vocational Drafting	5
Electronics	13
Law Enforcement	5
Petroleum Technology	8
Practical Nursing	19*
Total Courses	137

*This block has been subdivided into component courses.

Addition and deletion of curricula or courses in the Vocational-Technical Division follow the same procedure as that for any other division. The following is a summary of changes for the past five years:

Vocational-Technical Division	Total Courses Deleted	Total Courses Added
Agri-Mechanics	0	4
Automotive	2	11
Data Processing	0	8
Drafting	0	3
Electronics	4	1
Law Enforcement	0	10
Petroleum Technology	0	11
Practical Nursing	0	3
Totals	6	51

The purpose of developing curricula in vocational and technical education is to provide the tools, facilities, personnel, and administration needed to conduct the programs so that the students will have every opportunity to develop their talents to the utmost. The only requirement, other than entrance requirements, expected of the student who enrolls in one of the vocational or technical programs is that he has an interest in learning the skills involved and can profit from instruction.

At present, Casper College offers ten vocational and technical programs. Many more should be offered and will be when financing and space are available. Vocational and technical education is much more expensive than academic classes.

Attitude Toward General Education

General education to students in vocational and technical education should mean going outside the major to study non-major fields.

While science courses may be general education for the liberal arts student, the vocational-technical student would profit from courses in the liberal arts. Therefore, students are required to fulfill their general education requirements in the humanities and social sciences.

Extended Day Program

One of the educational tasks identified with the philosophy of the college is to provide continuing education for members of the community for educational, vocational, and leisure time needs.

The extended day concept concerns providing continuing education to members of the community during evening hours. This program allows the student to enroll in courses that are identical to the day school courses for college transfer credit. The courses not only are identical but also are instructed by faculty members selected from the regular faculty.

Offerings in Extended Day Program

Number of Courses Offered Fall Semester, 1967

Division of Business	5
Division of English and Literature	3
Division of Humanities	3
Division of Life Sciences	6
Division of Physical Sciences	12
Division of Social Sciences	5
Total	34

Number of Separate Courses Offered Over a Two-Year Period
(Fall Semester, 1966 - Spring Semester, 1968)

Division of Business	8
Division of English and Literature	6
Division of Humanities	7
Division of Life Sciences	6
Division of Physical Sciences	19
Division of Social Sciences	17
Total	63

The Extended Day Program was initiated in the fall of 1965. Before then many courses were offered for regular college transfer credit but not always by regular faculty members. Instructors were reimbursed for their services, and a number of instructors were selected from the community or from the local high school. While this approach was satisfactory at the time, it was felt that using the members from the regular faculty at the college would provide a better guarantee that courses offered would be equal in value and content to the regular course offerings.

Continuing Education Program

Although all education may be considered continuing education, this term is generally used at Casper College for all short courses, specialized courses, general interest courses, and recreational courses.

As identified in the philosophy of the institution, one of the educational tasks is to provide offerings for terminal students in vocational or semi-professional areas along with general education and activities that will enhance the student's understanding and appreciation of his responsibility to himself and society.

Many of the adults in the community need such training. Many will enroll in courses for improvement in their positions in business or industry. Many already have degrees and are looking for courses to satisfy their special needs and interests. Casper College is prepared to organize any worthwhile course if there is sufficient interest, and if an instructor is available. These courses do not generally carry college transfer credit, but sometimes the course may be used for an Associate Degree.

This approach to courses in the Continuing Education Program has always been taken by the college administration. Probably this has been one of the reasons members of the community have made the college successful.

Continuing Education Curricula

Curricula are not available in the Continuing Education Program to the same extent as in the day school program; yet courses available to the adult evening school student permit him to earn an associate degree. Frequently, a series of courses is available in the same area of learning. Classes that were organized but not considered to be for transfer and which were generally designed to meet special needs for adults during the fall of 1967 provide an example:

Business	10 courses
Education	1 course
English	6 courses
Homemaking	6 courses
Language	2 courses
Mathematics	2 courses
Trade and Technical	9 courses
Total	36 courses

Apprenticeship Training

Curricula for apprentice training are highly specialized and related to the job. The courses are taught either in the classroom or by correspondence, the theory frequently by correspondence.

The selection of apprentices depends upon recommendation of the Joint Apprenticeship Committees. The committees work closely with college administrators and the Department of Labor.

General education is not required of a student during his apprenticeship training. If a student desires an Associate Degree, he must meet the requirements of the Associate of Vocational Education Degree. Usually he elects to do this after he has completed all the requirements of his apprenticeship and has become a journeyman.

In the fall of 1967 the following apprentice classes were organized:

Electrical	Correspondence and Classroom
Carpentry	Correspondence
Ironworkers	Correspondence
Linemen	Correspondence
Plumbers	Correspondence and Classroom

Because demand fluctuates, students may enroll in classes or correspondence programs any time during the year. This enables them to start their apprenticeship when they are needed in the trade.

By providing for both classroom and correspondence programs, the college enables apprentices to continue their training for a full twelve months of the year. This assures them they will have sufficient time during the year of their apprenticeship to complete the work required.

During the past three years a Hot Line Maintenance Training Field has been constructed at Natrona County Airport on forty acres of land donated by the board of trustees of the airport. This facility now allows the apprentices and journeymen to attend classes in hot line maintenance during the summer. This training is more advanced than that which the students receive in their employment.

Enrollments in the apprenticeship programs fluctuate according to the changing economic picture of the community. When construction is high, more apprentices enroll than when construction is low. Some enrollments, for example that in the ironworker trade, fluctuate wildly. In 1960 there were over 40 students in ironworking; in the fall of 1967 there were five. Because of the expense in conducting classroom instruction for small enrollments, the correspondence method is employed.

LIBRARY RESOURCES

Good library and audio-visual facilities and services are of great importance in all institutions of higher learning. The library staff strives to furnish students, faculty, and members of the community with materials they need for reading, research, and classroom work. The library supports the instructional effort with a collection that is current. Books and magazines offer both recreational reading and material for broad reading interests. Modern audio-visual equipment is maintained. One of the main objectives of the Goodstein Foundation Library staff is to orient students and adults to the value of libraries. To insure adequate facilities and services, a library committee acts in an advisory capacity and as liaison between faculty and librarians.

Facilities Available

The Goodstein Foundation Library was opened June 15, 1967. The two story structure encompasses 35,700 square feet of space, much of it carpeted. It was designed to support a third floor for expansion to 100,000 volumes.

In accord with open design philosophy, the lower floor has been wedded to the outside with window-walls. A solar screen over the upper floor windows provides a diffusion of sunlight.

Besides the book areas which seat 300 students at carrels and tables, the building contains two faculty offices, three librarians' offices, a cataloging room, two seminar rooms, a listening room for tapes used in the humanities classes, a viewing room for use of audio-visual equipment, a Western Room to house the Wyoming Collection, four sound-proof typing rooms, and a shipping and receiving room.

The general collection is shelved in open stacks for student use. Student seating is in large and small areas within the stacks. This arrangement reduces noise and makes access to books easier. The reference and current, as well as bound, periodicals are located together for convenience.

The main circulation desk serves as an area for checking out reserve books, charging books, and dispensing unbound periodicals from the adjacent store room.

The mechanical system consists of heating, air conditioning, and moisture conditioning. Two hot water boilers provide hot water to both floors through perimeter baseboard radiation. This system is supplemented with forced air projected into each space through ceiling-mounted strip diffusers. Conditioned air, with a 40 percent moisture content to extend the life of the books, is also forced through these spaces. These diffusers fit the light fixture layout.

Supporting Equipment

Five projectors--a filmstrip projector, a 16 mm projector, a slide projector, an opaque projector, and an overhead projector--are kept in the building. Instructors may make reservations for their use of the viewing rooms.

A telephone is available to students as well as to library staff. An IBM Selectric Typewriter may be rented by students. A 3-M Copier is available for reproducing research materials and materials which may not be taken from the library.

Library Services

All library facilities, including holdings, seminar and audio-visual rooms, are available to citizens of the college district. Public school students are especially encouraged to use the library--so long as service to college students is not interrupted.

Faculty may borrow books and materials without limit, but the librarian may recall these items if necessary. Upon an instructor's request, the librarians will prepare a bibliography of available materials on any subject. The library subscribes to a service organization that searches for out-of-print books. Faculty may purchase books through the library at library rates.

An Interlibrary Loan System subscription is maintained with the Rocky Mountain Bibliographical Center of Denver. Patrons may borrow books from libraries in a five state area through this system. The library hopes to install a teletype to facilitate this service.

College librarians exchange materials and ideas with public school librarians through a local association. The group meets once a month to discuss current problems.

Students may check out uncataloged books. These books are available after being checked in by invoice, embossed, stamped, and a book card prepared. The new books are displayed where students can see them. When the Library of Congress cards arrive, new books become part of the regular holdings. New acquisitions are publicized by brochure to faculty.

The librarians present lectures and tours describing the use of the library to classes. A pamphlet, "Tips on Using the Casper College Library," is part of the orientation program.

The library is open 71 hours a week.

Audio-Visual Services

Audio-visual services are provided through the Audio-Visual Aids Coordinator, whose office is in the administration building. He coordinates the program, making equipment and operators available where necessary. He also obtains the film.

Machines are not all kept in a central location as it has been found much easier to keep them in the various buildings, but the Coordinator keeps an inventory of all equipment.

Two library rooms are used for a listening center. When the new language laboratory was built, the old equipment was modified so that tapes and records concerned with the humanities can be heard.

Library Personnel

Director of College Library: Gordon Hargraves, B.A. University of Wyoming, M.S. University of Utah. The Director administers the college library as an integral part of the instructional program and maintains the required standards.

Circulation Librarian: Marcia Wright, A.A. Casper College, B.A. University of Wyoming, M.A. University of Denver. The Circulation Librarian assists the Director, particularly with circulation and student employees.

Cataloging Librarian: Geraldine P. Trenam, A.B. University of Oklahoma. The Cataloging Librarian assists the Director, particularly with acquisitions, processing, and cataloging.

Director of Audio-Visual Services: Ralph R. Masterson, B.A. University of Wyoming, M.A. Colorado State College. The Director of Audio-Visual Services is responsible for audio-visual services.

Librarian in charge of the Western Collection: Rose Mary Malone, B.A. University of Minnesota, M.A. University of Wyoming, M.A. University of Denver. The Librarian in charge of the Western Collection collects, catalogs, and administers its use.

Clerk-typist: Nora Van Burgh, A.A. Casper College. The clerk-typist is responsible for the shipping-receiving department and the preparation of books except for cataloging.

Monitors: Students working part-time on the Federal Work-Study Program. These students monitor the circulation desk, cataloging room, and exit check-stations.

LIBRARY STAFF

Name	Title or Area of Responsibility	Months of Work Required	Highest Degree or Extent of Training in Library Science	Non-Library Science Degree
Gordon B. Hargraves	Library Director	11	M. S. L. S.	B. A.
Mrs. Marcia Nichols Wright	Librarian in charge of circulation	11	M. S. L. S.	B. A.
Mrs. Geraldine Trenam	Librarian in charge of cataloging	9	B. S. L. S. U. of Okla. master's in progress	----
Mrs. Nora Van Burgh	Clerk-typist	9	----------	A. A.
Rose Mary Malone[1]	Librarian in charge of Western Collection	9	M. S. L. S.	B. A. M. A.
Ralph R. Masterson	Audio-Visual Coordinator	9	----------	B. A. M. A.
Work-Study Students (36)[2]	Monitor	9 (1/2 time)	----------	----

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[1] Rose Malone is serving only as a part-time member of the library staff.

[2] Monitors serve on an hourly basis, approximately 1/2 time.

LIBRARY BUDGET HISTORY

1963-64 through 1967-68

	1963-64	1964-65	1965-66	1966-67	1967-68
Title II-A				5,000.00	15,138.00
Books and Periodicals	7,011.80	9,083.54	10,963.91	10,000.00	15,000.00
Clerical Help and Student Aides	2,140.16	1,924.13	2,045.00	2,840.00	4,000.00
Binding and Supplies	668.47	905.84	987.42	1,200.00	2,350.00
Librarians' Travel				300.00	
Equipment Cleaning and Repairs				18.00	196.00
Totals	9,820.43	11,913.51	13,996.33	19,358.00	36,684.00

AUDIO-VISUAL BUDGET HISTORY

1963-64 through 1967-68

	1963-64	1964-65	1965-66	1966-67	1967-68
Repairs and Supplies	$ 178.00	$ 250.00	$ 131.70	$ 145.35	$ 620.00
New Equipment	-0-	-0-	804.50	651.90	1,480.00
Student Assistant	510.00	510.00	510.00	645.00	750.00
Film Rentals	400.00	500.00	800.00	1,000.00	1,000.00
Totals	$1,088.00	$1,260.00	$2,246.20	$2,442.25	$3,850.00

GOODSTEIN FOUNDATION LIBRARY

Book Holdings to July 1, 1968

Reference		2,878
000	General Works	225
100	Philosophy	763
200	Religion	362
300	Social Sciences	2,910
400	Language	481
500	Pure Science	1,697
600	Technology	1,833
700	The Arts	1,517
800	Literature	4,465
900-909	History	185
910-919	Geography travels	803
920-929	Biography (collective)	195
930-999	History	1,372
Biography (individual)		889
Short Stories		1,018
Fiction		934
Wyoming and West		1,279
Uncataloged		1,096
Juvenile		106
TOTAL HOLDINGS		25,188

BOOKS ADDED BY CLASSIFICATION

		63-64	64-65	65-66	66-67	67-68
000	General Works	3	13	10	56	53
100	Philosophy	46	35	37	164	132
200	Religion	15	22	15	80	78
300	Social Sciences	137	211	164	431	536
400	Language	7	16	8	123	79
500	Sciences	45	109	105	254	215
600	Useful Arts	94	138	102	365	257
700	Fine Arts	51	72	110	381	403
800	Literature	179	238	293	960	1,495
900	History	105	137	69	278	385
	Travel	34	89	37	131	179
	Biography	51	80	109	154	167
Fiction (unclassified)		35	40	49	213	284
Western Books					63	455
Short Stories		36	19	19	235	522
Reference Books*		158	300	358	829	499
Periodicals**					37	
		996	1,519	1,485	4,754	5,739

* Newly bound periodicals into volumes
** Bound Life Magazine (special articles for use in Humanities classes)

BOOKS CIRCULATED BY CLASSIFICATION

		63-64	64-65	65-66	66-67	67-68
000	General Works	13	63	74	106	241
100	Philosophy	704	350	327	281	1,056
200	Religion	130	85	72	103	286
300	Social Sciences	1,309	1,070	1,142	920	2,749
400	Language	108	110	177	212	222
500	Sciences	616	363	330	416	1,043
600	Useful Arts	887	655	693	815	1,548
700	Fine Arts	582	460	564	717	1,671
800	Literature	1,863	2,324	2,290	3,245	5,113
900	History	549	747	503	504	1,375
	Travel	111	221	185	121	344
	Biography	317	337	376	288	688
Fiction (unclassified)		507	640	672	677	1,089
Short Stories		328	120	161	257	578
College Catalogs				17	173	327
Periodicals		1,743	1,238	565	735	2,686
Pamphlets		405	123	115	89	130
TOTAL		10,222	8,906	8,246	9,522	21,146
Faculty Circulation		901	971	1,190	1,118	431
Library use (all materials)		2,949	2,677	1,744	920	count discontinued
Reserve books			5,228	10,803	7,776	4,334
GRAND TOTAL		14,072	17,782	22,000	19,509	25,911

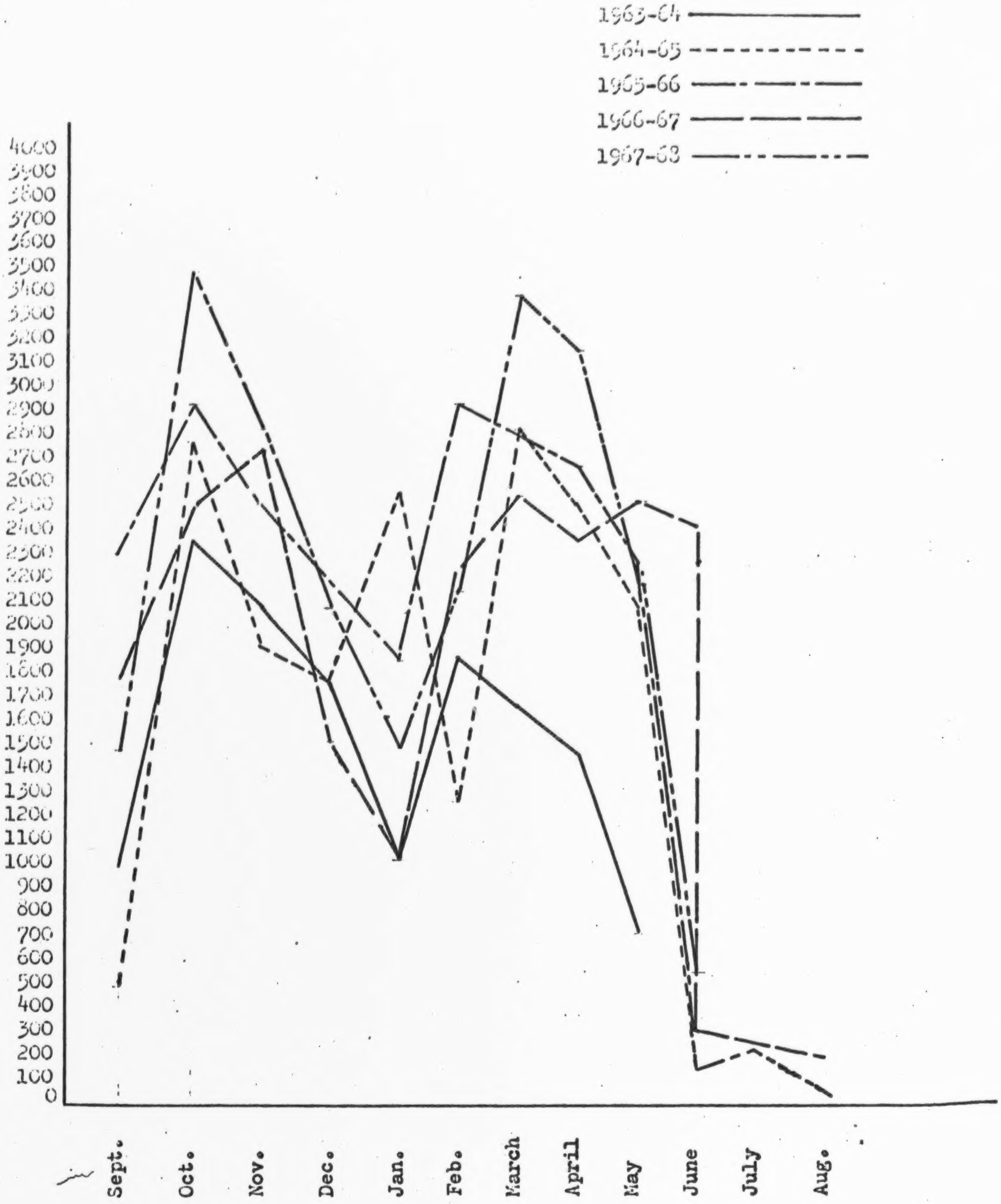
Circulation Graph

The attached graph represents recorded circulation of books and periodicals for the preceding five year period.

Vertical Scale = number of books circulated

Horizontal Scale = circulation for months and years

Total Circulation for 1963 - 67 by School Years Inclusive



STUDENT PERSONNEL PRACTICES

State law requires the college to accept all graduates of Wyoming high schools. The policy is to allow entrance to all who have the equivalent of a diploma or who transfer, in good standing, from other colleges. These minimal academic standards for admission create an environment which attracts students with a variety of interests, abilities, and motivations. Out of state students in the lowest quarter of their class, however, must petition for admission.

The college considers each student unique. He needs to learn how to solve problems with the tools of analytic reasoning, self-discipline, and experience through his individual resources. Toward the achievement of this goal by as many students as possible and to the extent of their capacities members of the Student Personnel Division devote their energies.

If guidance is really helpful in the growth process, counselors must sometimes find themselves in the ethical dilemma of either enforcing adult values, and thus playing safe, or taking the risks of experimentation, through which the new identity might emerge. If help is to be effective, counselors cannot avoid the awkwardness of the situation. Their skill comes in permitting exploration and error with a minimum of risk.

Most of the counseling is performed by the faculty, who make referrals to the division concerning psychological or personality problems.

Staff

Eight persons staff Student Personnel Services. These are professional persons engaged in guidance and counseling, a College Center Director, and a Student Health Nurse. In addition there are residence hall directors and assistants, college center hostesses, secretaries, and security officers.

The Dean of Students has a doctor's degree in educational psychology and guidance, over twenty years' experience in junior college work, including several years of full-time student personnel work. The Associate Dean of Students is a retired army officer with many years of police work and a master's degree in sociology. The Director of Housing has a master's degree in educational psychology and guidance and has taught psychology and sociology for two years at Casper College. The Director of Testing has a professional diploma beyond the master's degree in guidance. He also is a full-time counselor and counseled in high school before coming to Casper College. Another counselor has a master's degree in an academic area (English), has been an officer in the WAC, and has recently done intensive course work in counseling and guidance. The Director of Financial Aids has a master's degree in education, with wide experience in the field. He formerly taught education classes at Casper College. He has completed all the course work for his doctor's degree.

All are members of the Wyoming Personnel and Guidance Association; other memberships include the American Personnel and Guidance Association, the American School Counselors Association, the National Association of Women Deans and Counselors, and the National Vocational Guidance Association.

The college holds membership in the American College Placement Association, the American College Health Association, and the Association of College Unions. All the materials of these associations are available to all Student Personnel Services staff.

The Student Personnel Division appears to be staffed with qualified persons. However, it may soon be possible to add another full-time counselor, one or two hours a day of a physician's service on campus, and a part-time recreation-intramural director.

In addition to the college staff, community resources are available to assist students. Staff members cooperate with the Central Wyoming Counseling Center, referring students to that service or receiving advice from their personnel. Members of the medical profession, including local psychiatrists, have been helpful and cooperative. The YMCA nearby has cooperated with the college in activity programs. The local Employment Security office and the related Youth Opportunity Center have been helpful in counseling and job placement. Some of the staff members meet monthly with the members of the Community Social Services Council to pool information and resources.

Division members are acquainted with counselors in the public schools and have entertained them at a special luncheon and information-sharing conference.

Physical Resources

The physical setting has improved markedly in the last year. All the counseling-guidance personnel are housed together in the Administration Building. Quarters have been enlarged. Consolidation has provided better communication and more unified secretarial help. Equipment is adequate but not elegant. The supply of special tests, professional books, and pamphlets is adequate. The division has two filmstrips with recording for group guidance. Occupational information is constantly being gathered to keep an original Science Research Associates (SRA) file up to date. A college catalog collection is maintained by the Student Personnel office for student use. Book shelves and pamphlet racks have been installed near the entrance to the counselors' offices. Vocational materials are available here also. A receptionist helps schedule conferences and directs students to the counselors.

The offices are private and large. The room adjoining the last office can easily be converted into two more offices when necessary. A room for group or individual testing is available.

The College Center has been adequate except perhaps for active recreation. The center contains pool tables, ping pong tables, and room for all school dances. A tennis court, volleyball court, and basketball goals are located between two of the residence halls however. Further, the opening of Thunderbird Gymnasium in December released the old gymnasium for more women's physical education activities and for non-varsity and non-class athletics.

Equipment for the health service in the College Center is adequate for present activities. A small infirmary would be desirable but probably economically unfeasible now.

Travel

Usually at least one member of the Student Personnel Services staff attends the American Personnel and Guidance Association or National Association of Women Deans and Counselors meeting during the year. Others have attended national, regional, and state meetings concerned with financial aids, counseling, college health, and college unions.

Availability of Records

One of the main advantages of having most of the professional members of Student Personnel Services in one office suite is that records are readily accessible. Student personnel folders include not only the usual forms, such as ACT scores and the application for admission, but also personal information such as autobiographies from freshman English classes, housing and financial aids information, and employment and activity questionnaires. Confidential information is kept by counselors in their own files.

Organization

The general supervision of Student Personnel Services is the responsibility of the Deans of Students. They represent Student Personnel Services on the Executive Council and are directly responsible to the Dean of Faculty.

The Dean of Students has responsibility for the housing, counseling and guidance, testing, health, student activities, student government, and the College Center. The Center Director is, however, responsible to the business manager in fiscal and managerial matters.

The Associate Dean has the responsibility for athletics, financial aids, placement, campus security, traffic, and discipline.

The Director of Housing, the Director of Financial Aids, and the Director of Testing are trained for and do some counseling. This counseling usually grows out of their specialized tasks, or students may seek them out because they are known to them. One person counsels full time. The Deans of Students also counsel on occasion.

Because students may seek the counsel of several individuals on related matters, the work of the various members of the division may overlap. The proximity of the offices to each other and the regularity of the weekly division meetings make coordination and communication easy.

The secretary keeps a consolidated appointment book. Centrally located professional books and magazines are available to the entire staff.

Student Conduct

The college has few campus-wide rules for student conduct. These rules have evolved through necessity.

Attendance

Students are expected to attend every class unless they have a valid excuse, which they submit to their instructors.

Eligibility

Students who hold offices in student government and club offices must maintain a grade point average of 2.000 and be enrolled for at least 12 semester hours. This regulation has for many years been in the Constitution of the Associated Students and is a further requirement for every club, which becomes an approved activity by action of the Student Senate. The faculty eligibility committee has restated this rule and supervises the enforcement of it.

Dress Regulations

Definite standards in dress are not demanded, except in the dining room of the center and at all-school dances.

Drinking

Drinking on campus or coming to the campus inebriated are considered serious offenses and may lead to suspension.

Activity Card

Admittance to all-school functions, particularly dances, to which the public is not invited, is by student activity card. Students are allowed to bring a member of the opposite sex as a guest. Any arrangement for special guests must be made prior to the time of the activity.

Residence Halls

A list of suggestions and regulations is sent to each dormitory student when his final room assignment is made. The rules are approved by the Student Senate and reviewed each year in meetings with the Residence Hall Councils, the student assistants, and the directors; changes can be made in these meetings.

Regulations by Students

The college strongly supports student government. Student responsibility for making regulations and for handling funds is extensive.

The Student Senate and the Center Board make their own regulations for activities. In addition to approving new clubs, the Senate supervises and regulates that portion of the bulletin boards set aside for student activities. They supervise their own elections. They suggest policy to clubs and to the administration. They are responsible for allocating concessions at athletic events and for designating locations for vending machines. They review requests from organizations for a share of the activity fee, and make a budget for each semester.

The Center Board regulates the scheduling of student activities on the school calendar, establishes procedures for making the reservations, and suggests policy for decorations, conduct, and the dress of dance bands.

Academic Probation and Suspension

Two of the regulations involving a large percentage of the students are those for academic probation and suspension. These procedures are regulated by the Student Affairs Committee with assistance from academic division members.

Disciplinary Probation and Suspension

Disciplinary probation is usually administered by the Deans of Students for serious misconduct that does not seem to warrant suspension. When disciplinary suspension is suggested, it is decided by the Student Affairs Committee or by the Deans of Students and the President.

3

Decisions are made on an individual basis as much as possible, but all students have the right to appeal.

Reporting of Misconduct

Campus security men, who patrol the campus in the evening and overnight, are responsible to the Associate Dean of Students, and incidents of misconduct are reported to him. Misbehavior in classrooms or residence halls is reported to the Deans of Students. Minor infractions are handled by the individual directly in charge--instructor or residence hall director--unless repetitive.

Guidance

Guidance is the process of helping individuals help themselves discover and develop their resources for personal fulfillment and social utility. Counseling, advising, and testing, and the other services offered by the Student Personnel Division all contribute to the guidance concept.

Counseling

Counseling is the major guidance function. An experienced and qualified counselor assists the student, generally on an individual basis, in assessing his abilities, aptitudes, interests, and personality; establishing his goals; and relating these goals to his abilities and motivations. Much individual counseling is done by the counseling staff with some assistance from the Dean of Students. The counseling structure and services are explained to the students during Orientation Week by members of the counseling staff; by the distribution of the pamphlet, "Student Personnel Services Handbook"; and through articles in the college newspaper, Chinook, as well as communicated through community news media. Students are assigned specific advisors, not specific counselors. They may choose the counselor they desire as long as he has time. Faculty members are encouraged to identify students who need help. Persons in the community are also encouraged to avail themselves of occupational information and educational planning. Counselors are available from 8:00 a.m. until 9:00 p.m. every school day except Friday evenings.

Academic Advisement

All instructors share advising as well as instructional responsibility. During fall registration, division chairmen assign new students temporary advisors for registration only. Later the Dean of Records and Admissions assigns each student to the division of his declared major. Once a student has been assigned to a permanent advisor, he returns to him for subsequent advising.

Materials available for the use of instructors in advising students are the American College Testing Program scores, tables of junior college and local norms, transcripts of the student's high school and college grades, mid-term grade reports, and a collection of college brochures and catalogs available through the library or in the vocational and educational information alcove of the Student Personnel Division. Registration instructions for advisors include supplementary sheets from each division giving information designed to help the advisor in suggesting to each student classes commensurate with his preparation, ability, and purpose.

Testing

Casper College requires all regular, full-time students and all special students who have 18 or more semester hours, whether they are enrolled in the college transfer program or in one of the vocational-technical curricula, to take the American College Test (ACT). This test is used in all Wyoming institutions of higher education. The scores on the ACT are not used as a college entrance requirement but in the advisement and course placement of students by advisors and counselors. In addition aptitude tests, general ability tests, interest inventories, personality and adjustment inventories, and scholastic ability tests are available for student use. Included are tests and inventories named as follows: Aptitude tests--Employee Aptitude Survey and General Aptitude Test Battery; General Ability Tests--English Cooperative Examination and School and College Ability Test; Interest Inventories--The Kuder Preference Record, Minnesota Vocational Interest Inventory, and Strong Vocational Interest Blank; Personality and Adjustment Inventories--Study of Values and Self-report Inventory; and Scholastic Ability Tests--Lorge-Thorndike Test of Mental Ability, Otis Self-administered

Intelligence Test, and Wechsler Adult Intelligence Scale. Except for inventories and tests which are sent away to be scored (the Minnesota, the Strong, and the ACT) there is no charge to students, either day or evening, at the college. Also available to citizens of the community are the General Educational Development tests (GED). Other tests may be obtained through referral sources.

Pre-Orientation

Before freshmen arrive each fall, an attempt is made to inform them of what to expect on campus. Each fall the college participates in post-high-school planning days sessions throughout the state. During the school year 1967-68, Casper College representatives visited with more than 2,000 juniors and seniors from about 60 high schools in Wyoming. During the spring of each year, a contact troupe made up of students, performs for high school audiences in about 35 high schools. After each performance, faculty members who accompany the contact troupe meet with the high school seniors and counselors or administrators. The troupe also visits local high schools. During the summer months several faculty members visit individually with seniors throughout the state, answering the queries of prospective college freshmen.

Orientation

Casper College sets aside a few days before classes begin in the fall for Orientation Week. The primary objectives of this week are four: (1) to make the student feel welcome, (2) to acquaint the student with the campus, (3) to introduce the student to faculty who can be of assistance, and (4) to advise the student on his course of study. This program is planned jointly by the Division of Student Personnel and student leaders (primarily the Student Senate and the Center Board).

Housing and Food Service

Casper College has residence hall facilities for both men and women. Bailey Hall, Morad Hall, and McIntire Hall are new three-story brick buildings on campus from which classrooms, the College Center and the library are readily accessible. Dormitories are co-educational, housing approximately 162 students with men in one wing and women in the other. Students are under the general supervision of a residence director with an assistant director in each hall. A student assistant resides on each floor of each wing.

Each residence hall at Casper College has its own student council, providing students an opportunity for self-government. Each council is comprised of two elected representatives from each floor, one man, one woman, and the student assistant from that floor who is a non-voting member of the council. Each council elects its own president, vice-president, and secretary-treasurer. Councils serve as liaison between the students and school administrators; council members plan hall social activities with money from vending machines in the halls. Each council meets with the Director of Housing regularly.

All out of town students under 21 years of age and unmarried, who are not residing with adult relatives in Casper, are required to live on campus. Because the residence halls are full, about 65 students under 21 live with other families and in apartments off campus.

Food service at Casper College is contracted by Prophet Foods Company, a subsidiary of Greyhound Food Management.

Student Health

The student Health Service is staffed by a Registered Nurse, who is on duty through the day school hours. Three physicians are on call when the nurse is not available.

The facilities include two day beds where a student may be cared for following a minor mishap or illness, and an examining and treatment room for conditions not requiring direct treatment by a doctor, or for emergency treatment.

Students are not charged for services provided by the student health nurse, but they must pay for any care given by a physician. No medical insurance for students is provided through the college.

The College Center

The College Center, as the social and recreational hub of the college, strives to create an atmosphere of welcome and friendliness. It provides not only necessary services but also, through its recreational and cultural programs, valuable educational experience and leadership training. The Center Board is composed of an elected student chairman and eleven students appointed by him. The Center Board, with the help of the Director of the Center and his staff, coordinates the activities sponsored by campus organizations, plans additional recreational and cultural activities, and cooperates with the Student Senate in planning all-school functions which involve the use of Center facilities.

The College Bookstore

The Casper College Bookstore is located in the College Center. It carries a complete stock of all required and recommended text books selected by the faculty.

The bookstore, whenever possible, provides students with a choice of either new or used books. The store will purchase used texts if they are to be used again.

The bookstore has reference books, study aids, outline series, and prepared notes for most major subjects offered in the curriculum.

The paperback browsing section in the bookstore runs the entire length of the south wall and has an up-to-date selection of paperbacks, many of which are compiled from lists supplied by the faculty.

The bookstore has available other school and office supplies, notions, and novelties.

Scholarships

Casper College offers more scholarships than any other community college in the state. Information concerning the many scholarships available is contained in the school catalog and in two publications: *Student Financial Aids at Wyoming Colleges* and *College Opportunities for the Youth of Wyoming*. One booklet is a publication of seven institutions of higher learning in Wyoming. The other is published by College Opportunities Unlimited, Inc. through the courtesy of Pacific Western Life Insurance Co.

Trust funds are the largest source of funds for scholarships at Casper College.

Tuition Waivers

Many tuition waivers are available in music, sports, drama, science, and journalism. Other tuition waivers include Wyoming Honor Scholarships and tuition waivers to faculty, staff, and their children.

Loans and Grants

State and federal government loans are available. State loans have not been used because the interest rates are not competitive. The federal loans fluctuate, depending upon the money available.

Federal Opportunity Grants are available on the basis of need and the ability to pursue a college course of study.

Part-Time Employment

Employment is still the major source of financial assistance for students and especially for those employed by the college under the Work-Study Program, which is financed mostly by federal funds.

Job Placement

Plans are being made for a full-time job placement center. At present the Director of Financial Aids places a limited number of students. Some faculty members help students find work. Vocational departments successfully place most of their graduates.

Student Government

The governing body of the students, The Student Senate, is composed of fourteen members. Eleven are elected and three appointed. The elected members are the president, the vice-president, the secretary, the treasurer, and the womens' and mens' representatives for the freshman and sophomore classes, the presidents of the Associated Women Students and of the Associated Men Students, the Center Board Chairman. Appointed members are the student chairman of the Assemblies Committee, the editor of the Chinook, and the Thunderbird editor.

The Student Senate supervises the activities of student groups and distributes student activity fees based on the groups' requests. The Senate may withhold funds from organizations which function improperly.

Some senate members represent the college in activities concerned with public relations, news, and recruitment.

The Presidents' Council includes the president of the Student Senate and his executive officers, the Center Board Chairman, the presidents of various school clubs, and the presidents of the Residence

Hall Councils. This body is an effective communication instrument of student leaders with the students, and with the school administration.

Intramural and Recreation Program

The following number of men participated in the intramural program: field hockey-100, outdoor volleyball-60, horseshoes-25, indoor volleyball-120, basketball-120, wrestling-40, touch football-100, softball-80.

Sixty women participated in volleyball; 16 in basketball. During the academic year 1967-68, approximately 700 students of both sexes participated in these activities. Faculty also participated in the intramural program.

With the addition of the new gymnasium, the intramural program can be expanded, and offerings will respond to demand.

Recreational activities include dances, talent shows, carnivals, and films. The College Center offers students the following recreational activities:

- Billiards
- Snooker
- Table-tennis
- Cards
- Checkers
- Backgammon
- Acey-deucey
- Dancing
- Chess
- Chinese puzzles
- Michigan Rummy
- Music Listening room (stereo)
- Juke box music
- Piano - 1 grand, 1 upright
- Electronic organ
- Arts and Crafts

Also through the various clubs there are swimming, skiing, hiking, tennis, golf, touch-football, rifle shooting, radio hams, weight lifting, and karate.

Intercollegiate Athletics

Casper College is a member of Region Nine of the National Junior College Athletic Association and has league affiliation in the Empire and Mountain Plains Conference. The Empire Conference consists of teams from Wyoming, Nebraska, and Colorado. The Mountain Plains Conference includes junior colleges in Wyoming and western Nebraska. The eligibility rules of the NJCAA are adhered to in both conferences.

Competition in basketball, golf, and tennis is with conference schools and junior colleges throughout the area. Twelve to fifteen tuition and fees waivers are available each year for varsity basketball. Five $100 grants are available for golfers. The grants to golfers are donated by golfers in the community.

In addition to tuition and fees, eight basketball players receive room and board. The tuition and fee waiver is financed by the college, and meals and rooms are paid by contributions.

Casper College is a member of the National Intercollegiate Rodeo Association and the Central Rocky Mountain Region, which is made up of both two and four year schools in Wyoming, Colorado and the western half of Nebraska. The eligibility rules of the National Association are adhered to.

Rodeo is a varsity sport at Casper College. Physical education credit is given to those who participate either as team members or in practice sessions. The men's rodeo team is made up of six members and eight alternates. Three members make up the women's team with no limit on the number of alternates. Competition on a regional basis qualifies a team for national competition. The first two teams in total number of points go to the national finals.

A total of 12 to 15 tuition and fee waivers are given each year for rodeo.

Student Organizations

The need of students for group activities is recognized in the organization of college clubs on a self-governing basis. Twenty-three student clubs chartered by the Student Senate give students an opportunity to practice democratic procedures, develop leadership, exercise initiative and imagination, and work with others.

Since the clubs are organized and operated by the students, with faculty advisors, they reflect current student interests, ranging from vocations to religion. About 30 percent are pre-vocational or pre-professional clubs; 17 percent are religious groups; 27 percent are hobby clubs; 9 percent are honorary societies; and 13 percent are political or educational societies.

Although the relative number who participate in organizational activities tends to decline as the student population increases, last year 56 percent of the students responding to a survey participated in some activity. Of these 74 percent engaged in one or two activities, while four percent were involved in five or more activities. Some credit courses, such as those including music groups and publication staffs, are included as activities.

Assemblies

General assemblies are held about once a month. Programs are planned to broaden educational and cultural interests. Assemblies present well-known personalities, musical programs, community talent, and include lectures and demonstrations. The cost of assemblies is paid through the Student Senate and amounts to about $1000 a year.

The Center Board is responsible for many assemblies, especially by outside performers or speakers.

Dramatics

Play production at Casper College is open to all students. Three or four of the latest Broadway plays are presented each year in the Penthouse Theater, each play showing eight to ten times.

The Contact Troupe is composed of a group of performing students who travel with faculty to high schools in the state during the spring months. Another activity is Readers' Theater.

Publications

Casper College student publications consist of the newspaper, the Chinook, which is published weekly throughout the year except during vacations and test weeks; the yearbook, The Thunderbird, is distributed in May; and Expression, the literary magazine.

The first two publications are financed by student activity fees and are distributed to students without further cost. Part of the cost of the newspaper is defrayed by the sale of advertising. Expression is underwritten by the Student Senate and sold by the copy upon publication.

All publications have student editors who are selected by the instructors acting as advisors. Editors of Chinook and The Thunderbird receive scholarships for tuition and fees. A student photographer also receives a tuition and fee scholarship.

Student opinion is not censored.

Music Organizations

Music organizations provide practical training for vocal and instrumental music students, who are exposed to as much repertory as time allows. Development of individual talent and professional performance standards is encouraged.

All music organizations perform in concert for both students and community. Public concerts have proved valuable for public relations also.

Alumni

Casper College informally keeps in touch with graduates through the Chinook. An alumni column containing personal items is included in each issue. A mailing list is kept, and copies are mailed on request.

During the September following graduation graduates of each class are asked for information such as the school being attended, the jobs held, and the name of wife or husband. Each graduate is asked if he would like to receive the Chinook. In January another attempt to reach graduates who do not respond is made. The response has been about fifty percent.

The college attempts to reach alumni on an alphabetically rotated basis once every two years after graduation. The mailing list presently numbers about 750 alumni. A card file of all in-district addresses and current telephone numbers is kept for the use of the faculty in reaching former students.

The alumni operation at Casper College is carried on by the Director of Public Information and is a duty of the director's secretary. It is primarily a means of maintaining good public relations.

THE CASPER COLLEGE STUDENT

Of fundamental concern to any college is the makeup of its students. The college has collected data on enrollments, origin of enrolling students, caliber of enrolling students, performance of students, and performance of graduates.

Collection of the data has been done in two ways. Data pertaining to semesters before the fall 1965 semester have been tabulated manually from students' permanent records, grade reports, and other permanent records maintained in the Records and Admissions Office. Beginning with the fall semester, 1965, data were prepared by processing punched cards in different sequences using an IBM 407 accounting machine. The ability to extract data from punched cards was augmented by the use of an IBM 1130 computer, which became available in the fall semester, 1967. It is now possible to produce information which had been too time consuming to obtain previously; therefore, some of the tables presented in this analysis do not contain data for years prior to 1967.

All pertinent student data obtained from the application form is summarized on an IBM card. This card is updated as the student progresses from one semester to another.

Grades are available on two types of cards. One type is a course card into which the grade earned is punched. A summary grade card for each student is prepared at the end of each semester which shows all grade data, both current and cumulative, including hours, grade points, and grade point averages. Most of the data for this report are obtained from these cards.

Sources of data other than those maintained by the Records and Admissions Office are as follows:

(1) American College Test results and their Statistical Analysis,
(2) The Statistical Summary of the University of Wyoming Office of Records and Admissions,
(3) Copies of grade reports of former Casper College students at the University of Wyoming,
(4) Letters and reports from the Wyoming Department of Education, and
(5) Enrollment Projections for Higher Education by the American Association of Collegiate Registrars and Admissions Officers.

Enrollment Data

Most enrollment statistics are based on regular students, those students pursuing a degree. Special students are those who have no degree objective. Reference to full-time equivalent (FTE) means the total number of student hours divided by fifteen.

Enrollment at Casper College has continued to grow, so that in the fall semester, 1967, there were 2605 students. The FTE student enrollment also has steadily increased.

Table I shows a significant increase of both FTE and regular students in 1965. This increase in enrollment coincided with the addition of Casper College's first co-ed dormitory, built in the spring of 1965, and the student center, completed during the summer of that year.

The table also shows that the FTE has been steadily increasing. A comparison of the growth between the years 1963 and 1967 shows that the number of students increased 26.7 percent; the total FTE increased 74.8 percent. This is due partly to an increase in the proportion of regular students to the total 1967 enrollment.

Reasons for the change in the proportions of regular to special students are several: data processing equipment required a more accurate classification of students, particularly those evening students and those students about to become degree candidates; owing to a shortage of classrooms (since corrected) the addition of evening classes for regular students resulted in fewer courses available to special students. Starting in the fall of 1967 more classrooms were available, and more courses were offered in the evening for adults who enroll as special students. As a result the adult evening enrollment is beginning to increase, as is the proportion of special students.

Tables II and III show a detailed summary of the enrollment for the fall semester, 1967.

TABLE I

SUMMARY OF CASPER COLLEGE ENROLLMENTS

Year*	Full-time Equivalent	Head Count		
		Special	Regular	Total
1963	1051	1231	825	2056
1964	1250	1137	1121	2258
1965	1637	713	1591	2304
1966	1787	807	1752	2559
1967	1836	953	1652	2605

* These figures are based on the official head count for each fall term.

TABLE II

CASPER COLLEGE ENROLLMENT -- FALL SEMESTER 1967

	IN-DISTRICT			OUT-OF-DISTRICT			OUT-OF-STATE			TOTALS		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	M.	W.	T.	MEN	WOMEN	TOTAL
FRESHMEN												
Full-Time	345	226	571	286	137	423	50	11	61	681	374	1055
Part-Time	39	56	95	2	2	4	0	1	1	41	59	100
Totals	384	282	666	288	139	427	50	12	62	722	433	1155
SOPHOMORES												
Full-Time	131	111	242	100	50	150	14	2	16	245	163	408
Part-Time	45	38	83	3	3	6	0	0	0	48	41	89
Totals	176	149	325	103	53	156	14	2	16	293	204	497
TOTAL FULL-TIME	476	337	813	386	187	573	64	13	77	926	537	1463
TOTAL PART-TIME	84	94	178	5	5	10	0	1	1	89	100	189
TOTAL REGULARS	560	431	991	391	192	583	64	14	78	1015	637	1652
SPECIALS												
Full-Time	7	19	26	2	5	7	0	1	1	9	25	34
Part-Time	293	510	803	64	41	105	4	7	11	361	558	919
Totals	300	529	829	66	46	112	4	8	12	370	583	953
ALL STUDENTS												
Full-Time	483	356	839	388	192	580	64	14	78	935	562	1497
Part-Time	377	604	981	69	46	115	4	8	12	450	658	1108
TOTALS	860	960	1820	457	238	695	68	22	90	1385	1220	2605

TABLE III

CASPER COLLEGE ENROLLMENT -- FALL SEMESTER 1967

REGULAR STUDENTS

	IN-DISTRICT			OUT-OF-DISTRICT			OUT-OF-STATE			FOREIGN			TOTALS		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	M	W	T	M	W	T	MEN	WOMEN	TOTAL
FIRST TIME															
Full-Time	212	176	388	191	101	292	28	0	28	3	5	8	434	282	716
Part-Time	3	11	14	0	0	0	0	1	1	0	0	0	3	12	15
Totals	215	187	402	191	101	292	28	1	29	3	5	8	437	294	731
CONTINUING															
Full-Time	188	134	322	157	75	232	22	6	28	6	0	6	373	215	588
Part-Time	63	68	131	4	4	8	0	0	0	0	0	0	67	72	139
Totals	251	202	453	161	79	240	22	6	28	6	0	6	440	287	727
READMITS															
Full-Time	53	10	63	20	2	22	1	0	1	0	0	0	74	12	86
Part-Time	15	9	24	1	1	2	0	0	0	0	0	0	16	10	26
Totals	68	19	87	21	3	24	1	0	1	0	0	0	90	22	112
TRANSFERS															
Full-Time	23	17	40	18	9	27	3	2	5	1	0	1	45	28	73
Part-Time	3	6	9	0	0	0	0	0	0	0	0	0	3	6	9
Totals	26	23	49	18	9	27	3	2	5	1	0	1	48	34	82
TOTALS															
Full-Time	476	337	813	386	187	573	54	8	62	10	5	15	926	537	1463
Part-Time	84	94	178	5	5	10	0	1	1	0	0	0	89	100	189
ALL TOTALS	560	431	991	391	192	583	54	9	63	10	5	15	1015	637	1652

Some students are attracted by the summer sessions at Casper College. The enlargement of the faculty has made more courses available. A minimum of ten students must enroll in a course before that course is offered.

Table IV shows 226 students enrolled in the summer of 1966. That year 38 courses were offered, and 28 were taught. The 1967 summer session enrollment dropped to 179 students, and 25 courses were taught. The decrease in enrollees may be attributed to the inconveniences caused by construction, moving, and remodeling; with the building program nearly complete, however, enrollment is expected to increase in summer school.

Enrollment and Projected Enrollment

Projections of enrollment for regular students are determined by using a combination of history, enrollments in the local high schools, enrollments in high schools in the state, percentages of high school graduates who have attended in the past, ratio of sophomores to freshmen of the previous year, and a rough estimate of out-of-state and foreign students.

Table V shows the actual enrollment data for full-time regular students to and including 1967 and estimates for the following years. The number of part-time and special students is difficult to predict as it depends on the number of courses offered in the evening which in turn depends to a great extent on the facilities available. Now that the

TABLE IV

SUMMER ENROLLMENTS

1958 to 1968

Year	
1958	144
1959	101
1960	100
1961	95
1962	109
1963	169
1964	132
1965	179
1966	226
1967	179
1968	232

TABLE V

ENROLLMENT DATA AND PROJECTIONS FOR FULL-TIME REGULAR STUDENTS

	1963	1964	1965	1966	1967	Est. 1968	Est. 1969	Est. 1970
In-District Freshmen	333	451	607	595	571	575 - 615	610 - 650	640 - 690
Previous Casper Grads								
NCHS					490	515	550	550
KWHS					300	305	320	370
Total	555	505	785	773	790	820	870	920
% of Casper Grads	60	89	77	77	72	70 - 75	70 - 75	70 - 75
Out-of-District HS Grads	3300	4100	4300	4300	4300	4300	4500	4600
Out-of-District Freshmen	158	235	330	418	423	385 - 475	400 - 500	410 - 510
% of Wyoming Grads	5	6	8	9.7	9.8	9 - 11	9 - 11	9 - 11
Out-of-State Freshmen	40	48	74	80	61	70	80	80
TOTAL FRESHMEN[1]	531	734	1011	1093	1055	1030 - 1160	1090 - 1230	1130 - 1280
TOTAL SOPHOMORES	164	223	346	368	408	370 - 420	360 - 460	380 - 490
% of Previous Freshmen	36	42	47	36	37	35 - 40	35 - 40	35 - 40
TOTAL	695	957	1363	1467	1463	1400 - 1580	1450 - 1690	1510 - 1770
% Increase over Previous Year		38	42	8	0	2	4	4

[1] A significant number of students classified as freshmen are actually continuing students from previous years who have not accumulated enough hours for sophomore classification.

pressure on the facilities has been relieved by the recent building program, enrollments of special students are expected to increase for the next few years.

Enrollments in Institutions of Higher Learning in Wyoming

The University of Wyoming and six community colleges provide college instruction in the state of Wyoming. Enrollment in Casper College is greater than the total enrollment of all the other community colleges in Wyoming combined.

ENROLLMENTS IN INSTITUTIONS OF HIGHER EDUCATION IN WYOMING, 1967-68

College	Enrollment
University of Wyoming, Laramie	10,226
Casper College, Casper	2,536*
Northern Wyoming Community College, Sheridan	529
Northwest Community College, Powell	483
Western Wyoming Community College, Rock Springs	234
Eastern Wyoming Community College, Torrington	207
Central Wyoming College, Riverton	No Figures Reported

SOURCE: Colorado-Wyoming Association of Collegiate Registrars and Admissions Officers

*This number excludes students enrolled in non-credit courses.

Student-Faculty Ratio

Casper College has begun to reduce the student-faculty ratio. Table VI compares the FTE student of 15 hours with the FTE faculty for years 1965-67. This table reports only those courses taught by contract faculty, thereby excluding part-time faculty and accounting for the difference between FTE's as shown on Table I. Thus the number of FTE faculty has steadily increased while the number of FTE students has decreased in 1967.

All divisions of instruction have reduced their student-faculty ratio except Life Science, which reports an increase of 0.1 percent. The three divisions portraying a significant change in student-faculty ratio are (1) Business, which incurred a large reduction of FTE students, (2) Life Science, which experienced an increase in FTE students, and (3) Vocational-Technical, which nearly doubled its FTE faculty.

Origin of Student Population

Casper College is located in Casper Community College District, which has an estimated residential population of 50,000. The city of Casper has a population of about 40,000. Paradise Valley numbers over 1400 persons. Mountain View, Mills, and Evansville, other suburbs of Casper, have a combined population of about 2,100. Midwest, a community in the northern section of Natrona County, has 900. The remainder of the Community College District's population is largely ranchers.

TABLE VI

FULL TIME EQUIVALENT STUDENTS BY DIVISION AND STUDENT FACULTY RATIO

	1965				1966				1967			
Division	Total Semester Hours	FTE Students	FTE Faculty	Student Faculty Ratio	Total Semester Hours	FTE Students	FTE Faculty	Student Faculty Ratio	Total Semester Hours	FTE Students	FTE Faculty	Student Faculty Ratio
Business	3,223.0	214.9	7.1	30.0	3,572.0	238.1	8.1	29.4	3,034.0	202.3	9.3	21.8
English	4,049.0	269.9	10.3	26.0	4,226.0	281.7	12.2	23.1	3,956.0	263.7	13.4	19.7
Humanities	2,344.0	156.3	9.6	16.0	2,651.5	176.8	10.8	16.4	2,818.0	187.9	11.6	16.2
Life Science	3,121.0	208.1	11.2	18.5	3,657.5	243.8	12.5	19.5	4,032.0	268.8	13.7	19.6
Physical Science	5,383.0	359.9	14.7	24.5	5,924.0	394.9	16.6	23.8	5,448.0	363.2	18.5	19.6
Social Science	4,149.0	276.6	6.6	42.0	4,419.0	294.6	7.0	42.1	4,396.0	293.1	7.8	37.6
Vocational-Technical	2,218.5	147.9	7.0	21.0	1,285.0	85.7	4.4	19.5	1,476.0	98.4	8.2	12.0
Totals	24,487.5	1633.6	66.5	24.6	25,735.0	1715.6	71.6	24.0	25,160.0	1677.4	82.5	20.3

The Employment Security Commission of Wyoming, in a survey of the Casper area, reports that the majority of full-time workers range in age from 25 to 54 years. Male workers comprise nearly three-quarters of the total work force. Of these 39 percent are professional, technical, and managerial personnel. The major portion of the remaining 36 percent are occupied in such areas as clerical and sales, services, structural work, and trades. Of female workers, 24 percent are occupied in professional, technical, and managerial areas; 48 percent are in clerical and sales field; and 23 percent are in the services.

Nearly 75 percent of the male work force and 85 percent of the female work force have a high school education; of this group, 45 percent of the males and 35 percent of the females have attended at least one year of college. Twenty-three percent of the regular fall 1967 students were 21 years of age or older. See Table VII. In the fall semester, 1967, there were also 953 special students, most of whom were adults.

Table VIII illustrates the origin by area of regular students. Forty-four and a half percent of all regular students came from in-district high schools; 37.2 percent came from out-of-district high schools of the state.

In 1967 Casper College enrolled 68.2 percent of the Casper high school graduates who attended college during that year, a percent which gives some indication of Casper College's services to its district. Prior to 1965 only two high schools existed in Natrona County: Natrona County

TABLE VII

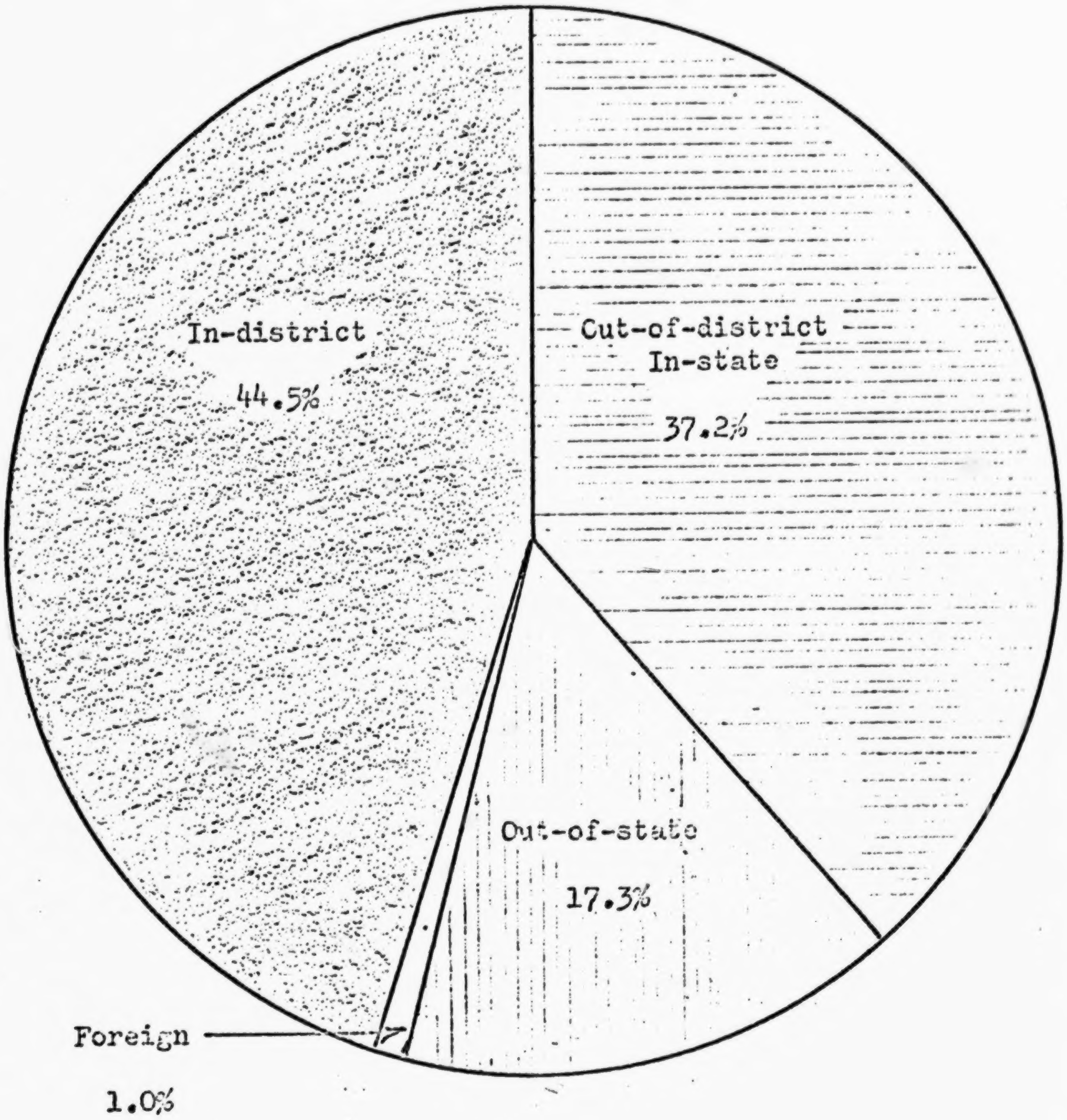
AGE DISTRIBUTION OF REGULAR STUDENTS FALL SEMESTER 1967

AGE	MEN	WOMEN	TOTAL
16	0	1	1
17	9	10	19
18	321	237	558
19	274	202	476
20	152	65	217
21	49	14	63
22	40	12	52
23	28	5	33
24	33	1	34
25	22	3	25
26	13	6	19
27	14	3	17
28	9	6	15
29	7	3	10
30	10	9	19
31-35	16	16	32
36-40	9	22	31
41-45	6	12	18
46-50	2	8	10
51---	1	0	1
Totals	1015	635	1650

TABLE VIII

Geographic Origin of Students

Fall 1967



High School and Midwest High School. In 1965 Kelly Walsh High School was opened and had its first graduating class in 1967. Because Midwest High School is so small, and because Kelly Walsh High School is so recently established, records of years prior to 1967 have been maintained only on Natrona County High School graduates. Table IX shows an increase of NCHS graduates attending Casper College from 37.8 percent in 1960 to 46.4 percent in 1965. This percent decreased in 1967 to 37.6 percent. This decrease was offset by the fact that 76.6 percent of all of Kelly Walsh High School graduates who attended college enrolled at Casper College. As a result, the percentage for Casper remained relatively constant.

That Casper College serves many Wyoming students statewide has already been indicated. Next to Natrona County, Fremont County is the largest contributor of students. Fremont County established a community college in the fall of 1967, and although a smaller number of students may come from that area, it seems likely that Casper College, with its expansion of plant facilities, its established curriculum, and its collegiate atmosphere will continue to attract students from around the state.

The number of out of district students attending Casper College in 1965 was 509; this enrollment rose sharply to 646 in 1966, which is an increase of 17 percent. There was a five percent decrease of out of district student enrollment for 1967.

TABLE IX

SUMMARY OF CASPER HIGH SCHOOL GRADUATES ATTENDING COLLEGE

Class	No. of Graduates	No. Attending College	Percent of Grads Attending College	No. Attending Casper College	Percent in Coll. Attending Casper College	Percent of Grads Attending Casper College
1963 NCHS	555		59.9		53.6	32.1
1964 NCHS	505		67.7		68.1	46.1
1965 NCHS	785		68.0		68.3	46.4
1966 NCHS	773	478	61.7	327	68.3	42.4
1967 NCHS	490	292	59.2	184	63.0	37.6
1967 KWHS	300	179	59.7	137	76.6	45.7
1967 Total	790	471	59.5	321	68.2	40.6

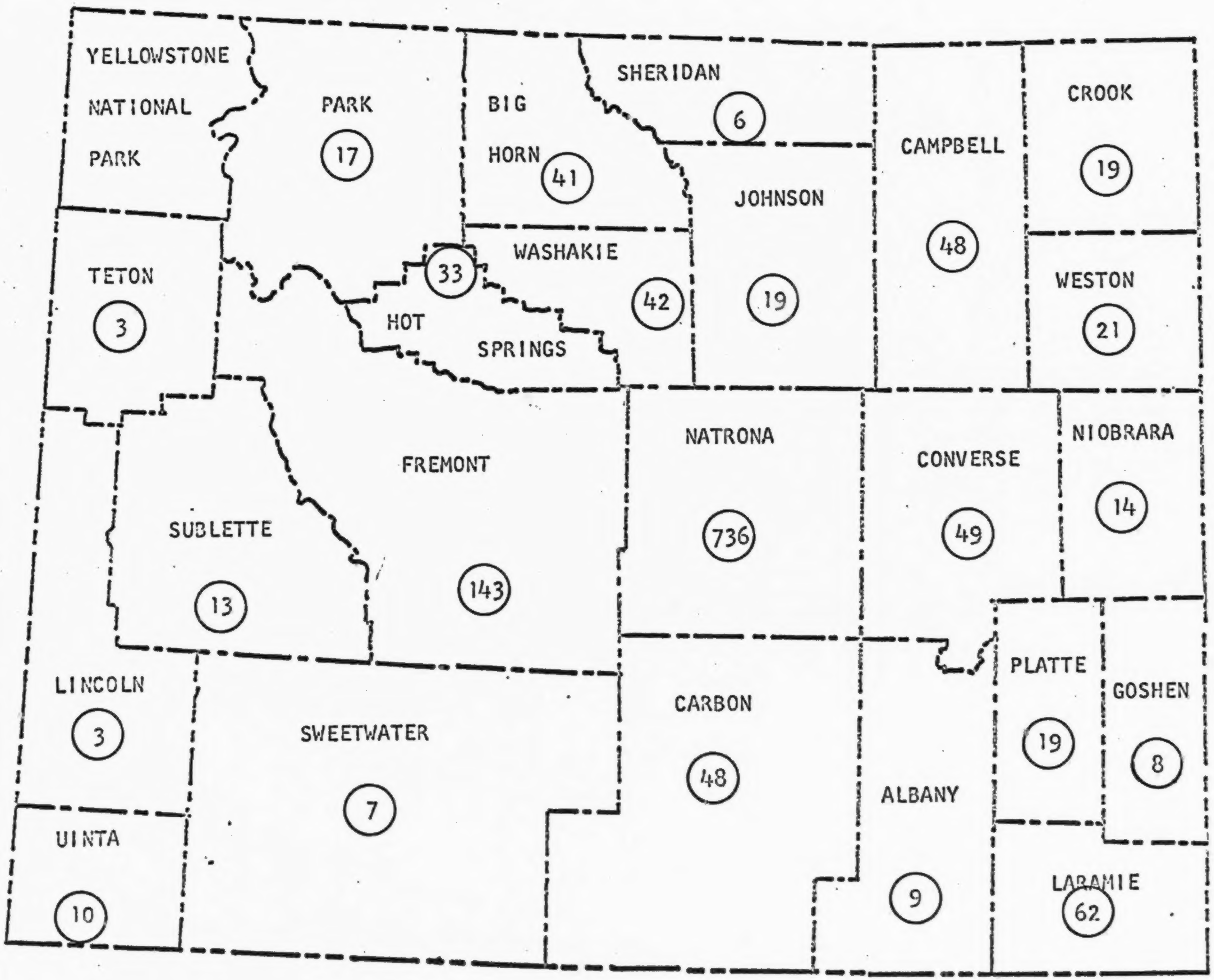

YELLOWSTONE NATIONAL PARK
PARK
17
BIG HORN
41
SHERIDAN
6
CAMPBELL
48
CROOK
19
TETON
3
HOT SPRINGS
33
WASHAKIE
42
JOHNSON
19
WESTON
21
NATRONA
736
CONVERSE
49
NIOBRARA
14
FREMONT
143
SUBLETTE
13
LINCOLN
3
SWEETWATER
7
CARBON
48
PLATTE
19
GOSHEN
8
ALBANY
9
UINTA
10
LARAMIE
62

TABLE X

Number of Students
from Each County

Fall Semester 1967

TABLE XI

REGULAR STUDENTS BY COUNTIES
FIRST TIME IN COLLEGE
FALL SEMESTER ENROLLMENTS

	1965	1966	1967
**Albany	4	6	3
Big Horn	6	17	23
Campbell	17	14	30
Carbon	26	30	18
Converse	35	16	19
Crook	7	8	9
***Fremont	60	69	66
*Goshen	6	1	5
Hot Springs	10	21	16
Johnson	11	10	8
Laramie	25	32	28
Lincoln	1	1	1
Niobrara	9	10	7
*Park	2	8	9
Platte	10	15	7
*Sheridan	2	6	1
Sublette	3	6	6
*Sweetwater	2	4	5
Teton	4	2	2
Uinta	0	5	5
Washakie	6	22	23
Weston	10	14	4
Totals from Out-of-District High Schools	256	317	295
Natrona County	387	365	347
TOTALS	643	682	642

*Local Community College in County
**University of Wyoming in County
***Community College opened Fall, 1967 in County

TABLE XII

REGULAR STUDENTS BY COUNTIES

FALL SEMESTER ENROLLMENTS

	1965	1966	1967
**Albany	7	10	9
Big Horn	18	34	41
Campbell	34	30	48
Carbon	43	55	48
Converse	58	50	49
Crook	9	18	19
***Fremont	121	148	143
*Goshen	11	7	8
Hot Springs	22	35	33
Johnson	26	25	19
Laramie	61	67	62
Lincoln	2	2	3
Niobrara	14	20	14
*Park	6	16	17
Platte	20	26	19
*Sheridan	6	13	6
Sublette	6	12	13
*Sweetwater	3	6	7
Teton	7	5	3
Uinta	0	6	10
Washakie	19	32	42
Weston	16	29	21
Totals from Out-of-District High Schools	509	646	614
Natrona County	803	760	736
TOTALS	1312	1406	1350

*Local Community College in County
**University of Wyoming in County
***Community College opened Fall, 1967 in County

Casper College also serves out of state and foreign students. In 1967 Casper College enrolled 215 students from 38 other states and the District of Columbia and 16 students from eight foreign countries.

Regular students who graduate from out of state high schools consist of approximately 17. 3 percent of the enrollment. This number increased from 252 in 1965 to 288 in 1966, an increase of more than 14 percent. This number has remained stable through 1967. The number of foreign students increased from ten in 1966 to 16 in 1967. Although this 60 percent increase is large, the increase is small. The following tables present more detailed statistics of the out of state origin of Casper College students.

TABLE XIII

REGULAR STUDENTS WHO GRADUATED FROM OUT-OF-STATE HIGH SCHOOLS

State	1965	1966	1967
Arizona	0	1	2
Arkansas	0	0	1
California	3	7	11
Colorado	31	34	27
Connecticut	2	2	1
Delaware	1	1	1
District of Columbia	0	0	2
Florida	1	1	1
Georgia	1	2	2
Hawaii	0	2	1
Idaho	13	5	5
Illinois	16	11	8
Indiana	6	8	6
Iowa	6	5	11
Kansas	14	14	16
Louisiana	2	2	0
Maine	0	1	0
Maryland	0	1	0
Massachusetts	0	1	2
Michigan	7	8	4
Minnesota	7	7	2
Mississippi	2	0	0
Missouri	6	2	1
Montana	13	11	7
Nebraska	23	42	21
New Hampshire	0	1	0
New Jersey	6	10	9
New Mexico	4	7	4
New York	5	7	3
Nevada	0	1	0
North Carolina	0	0	2
North Dakota	6	3	2
Ohio	6	3	3
Oklahoma	12	9	4
Oregon	2	3	4
Pennsylvania	6	7	7
Rhode Island	0	1	1
South Dakota	10	26	21
Tennessee	0	2	1
Texas	12	15	8
Utah	7	5	4
Vermont	1	0	1
Virginia	2	4	3
Washington	2	1	1
West Virginia	1	1	1
Wisconsin	5	5	4
Foreign	11	9	16
Totals	252	288	231

TABLE XIV

FOREIGN STUDENTS

1966 - 1967

	Special		Regular		Totals	
Countries	1966	1967	1966	1967	1966	1967
Canada			2	5	2	5
France			1		1	
Germany				1		1
Greece		1				1
Hungary				1		1
Iran			2		2	
Israel				1		1
Japan				1		1
Kuwait		1	3	4	3	5
Mexico			1		1	
United Kingdom	1				1	
Viet Nam				1		1
Totals	1	2	9	14	10	16

Caliber of Enrolling Students

Table XV is an analysis of Casper College's first-time students' rank in their high school graduating class for the past two years. Information on high school rank prior to the fall of 1966 is not considered sufficient to include in this comparison.

The table shows that in the fall semester, 1967, the majority (63 percent) of college students from Natrona County came from the upper half of their graduating classes, but students from greater distances tend to rank lower--from out of district 52 percent rank in the upper half and from out of state only 34 percent. In all areas the percentages of students from the upper half was greater in 1967 than in 1966.

The ACT program was initiated in 1966; prior to that time the School and College Ability Test (SCAT) program was used. Table XVI portrays the ACT mean scores and comparison of the national average with the average of Casper College entering freshmen in the fall semester of 1966. Table XVII shows that the mean of the SCAT scores of Casper College entering freshmen steadily increased during the years 1961-1964.

Performance of Students

The performance of its students is a sure measure of the effectiveness of an institution. Some indices used to measure performance of Casper College students are grade averages, honor rolls, number of students on probation and suspension, and number of graduates.

TABLE XV

COMPARISON OF FIRST TIME IN COLLEGE STUDENTS BY HIGH SCHOOL RANK

FALL SEMESTERS 1966 AND 1967

	Natrona		Other Wyo.		Out-of-State		Total	
	1966	1967	1966	1967	1966	1967	1966	1967
First Quarter	83	94	54	66	8	9	145	169
Second Quarter	106	120	86	76	20	10	212	206
Third Quarter	96	83	89	73	31	22	216	178
Fourth Quarter	61	43	50	58	25	15**	136	116
Totals*	346	340	279	273	84	56	709	669

PERCENTAGE COMPARISON OF FIRST TIME IN COLLEGE STUDENTS BY HIGH SCHOOL RANK

FALL SEMESTERS 1966 AND 1967

	Natrona		Other Wyo.		Out-of-State		Total	
	1966	1967	1966	1967	1966	1967	1966	1967
First Quarter	24	28	19	24	9	16	21	25
Second Quarter	30	35	31	28	24	18	30	31
Third Quarter	28	24	32	27	37	39	30	27
Fourth Quarter	18	13	18	21	30	27	19	17

*These totals do not include students admitted on the basis of GED tests or students for whom a class rank was not available.

**Out of state students were restricted according to ability for the first time in this year.

American College
Testing Program
Box 168,
Iowa City, Iowa

ACT STANDARD RESEARCH SERVICE

DISTRIBUTION OF ACT SCORES

PERCENT OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

	MEANS	1-15	16-20	21-25	26-36
English Scores					
Our Students	18.1	27 PERCENT XX XX X	40 PERCENT XX XX XX XX	29 PERCENT XX XX XX	4 PERCENT X
Students Nationally	19.0	21 PERCENT	39 PERCENT	33 PERCENT	12 PERCENT
Mathematics Scores					
Our Students	18.3	31 PERCENT XX XX XX	33 PERCENT XX XX XX X	23 PERCENT XX XX X	13 PERCENT XX X
Students Nationally	19.6	26 PERCENT	30 PERCENT	26 PERCENT	18 PERCENT
Social Studies Scores					
Our Students	19.3	24 PERCENT XX XX X	34 PERCENT XX XX XX X	28 PERCENT XX XX XX	15 PERCENT XX X
Students Nationally	20.5	20 PERCENT	28 PERCENT	31 PERCENT	21 PERCENT
Natural Sciences Scores					
Our Students	20.0	22 PERCENT XX XX	29 PERCENT XX XX XX	31 PERCENT XX XX XX	18 PERCENT XX XX
Students Nationally	20.6	20 PERCENT	26 PERCENT	29 PERCENT	24 PERCENT
Composite Scores					
Our Students	19.1	23 PERCENT XX XX X	37 PERCENT XX XX XX X	32 PERCENT XX XX XX	8 PERCENT XX
Students Nationally	20.1	17 PERCENT	34 PERCENT	36 PERCENT	13 PERCENT

STUDENTS NATIONALLY ARE COMPARED ON ACT SCORES WITH STUDENTS AT CASPER COLLEGE

SOURCE - TABLE L1-1.1

PLAN A - TABLE 1

TABLE XVII

COMPARISON OF ENTERING FRESHMEN

Total Raw SCAT Scores

		No. Students	1961	No. Students	1962	No. Students	1963	No. Students	1964
Men:	Mean	262	59.79	231	62.20	273	63.56	384	63.91
	Deviation		18.15		17.53		16.12		16.01
Women:	Mean	120	59.85	129	61.31	177	61.41	199	63.01
	Deviation		16.91		18.35		16.88		17.43
Total:	Mean	382	59.81	360	61.88	450	62.71	583	63.62
	Deviation		17.75		17.42		16.42		16.50

Grade point averages of men and women have been compared. For the eight semesters reported in Table XVIII, grade point averages of men were always lower than those of women. As a group or separate, sophomore men and women always achieved a higher grade point average than did the freshmen. Two possible reasons for the higher GPA among sophomores might be maturity and previous academic experience. Of course, many of the poorer students do not continue after the first year.

Honor rolls have been analyzed to determine student performance. To be eligible for either honor roll, a student must complete a minimum of twelve semester hours. The President's Honor Roll names those students whose GPA is 3.800 or above. The Deans' Honor Roll names the students whose GPA is between 3.300 and 3.799.

Table XIX, recording honor rolls of the past five years, reveals that generally the percent of students on both the President's and the Deans' list increases for spring semesters as compared with fall semesters. The percentage of eligible students on the honor rolls was higher in the fall semester of 1967 than in any previous fall semester.

Probation and suspension are necessary responsibilities of an institution which demands quality academic performance of its students. The purpose of probation is to warn the student of his low scholastic standing, to help him improve by restricting his activities, and to aid him in selecting a program in which he may better succeed. Requirements for minimum satisfactory performance are outlined in the catalog.

Academic suspension of a student on probation is considered if he has been on probation for more than one semester. It is enforced then only after the case of that student has been fully reviewed by the Student Affairs Committee.

Table XX summarizes the number of those placed on probation and suspension, as well as the percentages of total students who were placed on probation and suspension.

Table XXI shows that the number of students attaining an associate degree has increased with each graduating class for the years 1964 through 1967, reflecting the increase in total enrollment. In these last four years 693 students graduated, which is approximately 35 percent of all graduates from the first graduating class in 1947 to the 1967 class.

Degrees in the arts and sciences continue to be in the majority although they have decreased from 84 percent to 71.5 percent of all degrees granted from 1964 to 1967.

TABLE XVIII

COMPARISON OF GRADE POINT AVERAGES

	1964	1965	1965	1966	1966	1967	1967	1968
	F	S	F	S	F	S	F	S
Freshmen								
Men	1.893	2.036	1.722	1.788	1.723	1.859	1.788	1.931
Women	2.325	2.358	2.229	2.298	2.247	2.355	2.265	2.410
Total	2.025	2.142	1.897	1.977	1.918	2.052	1.962	2.107
Sophomore								
Men	2.385	2.393	2.310	2.368	2.304	2.308	2.266	2.399
Women	2.897	2.744	2.713	2.746	2.755	2.703	2.657	2.664
Total	2.567	2.505	2.434	2.480	2.469	2.433	2.429	2.509
All Men	1.998	2.175	1.882	2.002	1.881	2.042	1.918	2.107
All Women	2.469	2.495	2.352	2.430	2.384	2.470	2.389	2.518
All School	2.147	2.278	2.040	2.150	2.067	2.197	2.097	2.265

TABLE XIX

HONOR ROLLS

	Full Time At Beginning of Semester	President's		Deans'		Fall	Spring
		No.	Percent of FT	No.	Percent of FT	Total Percent	Total Percent
Fall 1962	610	7	1.1	32	5.2	6.3	
Spring 1963	514	14	2.7	38	7.4		10.1
Fall 1963	695	14	2.0	52	7.5	9.5	
Spring 1964	664	20	3.0	66	9.9		12.9
Fall 1964	983	17	1.7	50	5.1	6.8	
Spring 1965	883	23	2.6	56	6.3		8.9
Fall 1965	1,363	29	2.1	100	7.3	9.4	
Spring 1966	1,188	28	2.4	81	6.8		9.2
Fall 1966	1,467	37	2.5	87	5.9	8.4	
Spring 1967	1,254	29	2.3	99	7.9		10.2
Fall 1967	1,462	34	2.3	108	7.4	9.7	
Spring 1968	1,302	41	3.1	102	7.8		10.9

TABLE XX

PROBATIONS AND SUSPENSIONS

	Total No. Regulars At Beginning	Placed on Probation		Suspended		Total Percent Low
		No.	Percent	No.	Percent	
Fall 1965	1,591	510	32.0	71	4.5	36.5
Spring 1966	1,453	331	22.7	83	5.7	28.4
*Fall 1966	1,752	519	29.0	82	4.7	33.7
Spring 1967	1,497	338	22.6	107	7.2	29.8
Fall 1967	1,651	508	30.8	46	2.8	33.6
Spring 1968	1,485	396	26.7	69	4.7	31.4

*First semester with lower Grade Point Average necessary for good standing.

TABLE XXI

SUMMARY OF GRADUATES BY DEGREE

Degree	1964	1965	1966	1967	1968
Associate of Arts	50	69	72	72	97
Associate of Science	57	43	77	86	110
Associate of Business	16	23	46	46	44
Associate of Vocational Education	0	3	5	4	10
Associate of Technical Education	4	1	7	13	9
TOTALS	127	139	207	221	270

Full-time sophomores previous fall		223	346	368	408
Percent of full-time sophomores who graduated		62.5	60.0	60.2	66.2

SUMMARY OF GRADUATES BY MAJOR

	1964	1965	1966	1967	1968
Business Administration	14	16	38	33	29
Secretarial Science	8	8	8	13	15
Pre-Law	3	1	1	5	1
Total Business	25	25	47	51	45
English	3	13	18	13	9
Journalism	0	0	1	1	1
Liberal Arts	18	14	15	12	27
Speech and Drama	0	1	3	2	1
Total English	21	28	37	28	38
Art	2	2	9	6	8
Foreign Language	1	0	1	2	2
Music	1	2	2	3	6
Pre-Dental	1	3	1	2	0
Pre-Optometry	1	0	1	0	0
Pre-Medicine	2	0	2	1	2
Pre-Theology	1	1	0	0	0
Total Humanities	9	8	16	14	18
Agriculture	6	8	7	10	26
Biological Science	2	1	8	3	7
Physical Education	2	1	8	3	5
Home Economics	1	4	2	5	8
Forestry	0	1	1	1	5
Nursing	6	9	6	11	17
Pre-Veterinarian	0	2	4	2	4
Wildlife Management	0	1	2	2	1
Total Life Science	17	27	38	37	73
Chemistry	1	1	0	1	0
Engineering	11	10	17	16	9
Geology	0	1	0	1	3
Mathematics	6	4	5	5	4
Physical Science	1	1	9	4	3
Physics	1	0	1	1	0
Pre-Pharmacy	2	0	1	3	1
Total Physical Science	22	17	33	31	20

SUMMARY OF GRADUATES BY MAJOR (Continued)

	1964	1965	1966	1967	1968
Anthropology	0	0	0	0	1
Economics	1	0	0	0	0
Education	14	13	17	17	33
History	4	5	0	2	3
Political Science	0	0	0	1	1
Psychology	3	3	4	4	2
Sociology	0	0	2	12	5
Social Science	5	2	0	0	6
Total Social Science	27	23	23	37	51
Automotive	0	1	4	4	9
Data Processing	0	0	0	0	3
Distributive Education	0	1	0	0	0
Drafting	2	6	2	3	3
Electronics	4	3	7	13	6
Law Enforcement	0	0	0	1	3
Miscellaneous	0	0	0	2	1
Total Vocational-Technical	6	11	13	23	25
TOTAL GRADUATES	127	139	207	221	270

Alumni Follow Up

Just before commencement prospective graduates are asked to complete the Sophomore Questionnaire. This questionnaire is separated into three sections and outlined as follows:

1. General Information:	Degree, major, future plans, and reasons for their decisions.
2. Academic Information:	Strengths and weaknesses of their academic program.
3. Student Personnel and Advisement:	Effectiveness of advisor, guidance and counseling, and the Dean of Students. Also strengths and weaknesses of Casper College in general.

The students are asked to provide short answers. If student answers represent a consensus on any subject, they are considered a basis for possible action.

After graduation, records of Casper College Alumni are maintained by the Public Information Office. All possible contact with alumni is facilitated by periodically mailing questionnaires to them. The questionnaires request information concerning their current vocational pursuits, current addresses, additional education, and marital and family status.

Transfer Student Follow Up

Table XXII substantiates the conclusions of Arland L. Grover that community college transfer students, in general, earn lower grades for their first semester at the University than they did at the community college.* With one exception, these same students improve steadily after their first semester at the University. This table also shows that Casper College graduates made higher grades than the University of Wyoming students in the same class.

Other Studies

Following are summaries of five doctoral studies concerning junior colleges. Four of these studies provide information which relates directly to Casper College, the fifth provides curriculum information of value to Casper College.

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*Arland L. Grover, A Comparative Study of Wyoming Community College Students Who Transferred to the University of Wyoming, 1967.

TABLE XXII

SUMMARY OF GRADE AVERAGES
OBTAINED BY CASPER COLLEGE GRADUATES AT UNIVERSITY OF WYOMING

	MEN		WOMEN		TOTAL	
	CC Transfers	Comparable Class at University	CC Transfers	Comparable Class at University	CC Transfers	Comparable Class at University
1966 Graduates						
CC Mean GPA at Graduation	2.62		3.02		2.73	
U. of Wyo. Mean GPA First Sem.	2.24	2.30	2.46	2.78	2.29	2.47
U. of Wyo. Mean GPA Sec. Sem.	2.66	2.48	2.78	2.76	2.69	2.57
U. of Wyo. Mean GPA Third Sem.	2.46	2.56	3.06	2.95	2.58	2.66
U. of Wyo. Mean GPA Fourth Sem.	2.81	2.64	2.92	2.95	2.84	2.72
1967 Graduates						
CC Mean GPA at Graduation	2.60		2.99		2.76	
U. of Wyo. Mean GPA First Sem.	1.97	2.30	2.65	2.77	2.26	2.47
U. of Wyo. Mean GPA Sec. Sem.	2.34	2.36	2.83	2.83	2.56	2.52

Marie Thayer Stewart, Ed. D.
Colorado State College, 1964

Title: A Comparison of Ratings of Reasons For Attending College As Given By Freshman Junior College Overachievers, Predicted Achievers, and Underachievers.

Dr. Stewart is Dean of Students at Casper College. The purpose of her study was to "discover the stated motivations for attending college that appear to be related to overachieving or underachieving by freshman students at Casper College. Students were designated as overachievers, predicted achievers, and underachievers. Dr. Stewart reported significant differences between mean ratings of men and women in several cases. She further reported that "men appear to have greater vocational and economic interests than women." Among the conclusions of her study, Dr. Stewart reported that "students feel vocational and economic goals are of first importance but also place high value on broad understandings, service to others, and intellectual pursuits." Dr. Stewart recommended that "junior colleges must give good vocational and preprofessional training as well as provide general education."

Arland L. Grover
University of Wyoming

Title: A Comparative Study of Wyoming Community College Students Who Transferred to the University of Wyoming.

Dr. Grover is assistant registrar at the University of Wyoming. The purpose of Dr. Grover's study was to compare "the academic achievement of a selected group of Wyoming community college students with an equated group of students native to the University of Wyoming." He felt that many educators expressed "grave doubts about the equality of the community college educational program provided for transfer students," and many considered it inferior to a senior college. He included in his study two groups (carefully selected for equal ability): one group of 100 students who transferred from Wyoming community colleges to the University, and one group of 100 students who began their freshman year at the University. Dr. Grover concluded from his study that:

> "1. A Wyoming community college student who transfers to the University of Wyoming after completing two years at the community college is more likely to achieve the goal of graduation than is a "native" University of Wyoming student of equal ability.
> 2. The Wyoming community college student will, in general, earn lower grades after transferring to the University of Wyoming than he did at the Wyoming community college.
> 3. The mean grade average of the community college transfer students (sic) will rise gradually each semester they (sic) attend the University.

4. Proportionately fewer Wyoming community college graduates will be academically dismissed during the junior and senior year than will "native" University of Wyoming students.
5. The mean grade average of the community college transfer students at the time of graduation will be lower than that of the "native" students who graduate.
6. There are factors that make it more difficult to achieve as high a grade average at the University of Wyoming as at a community college during the freshman and sophomore years.
7. The transfer function of the Wyoming community colleges is successful in preparing students for graduation from the University of Wyoming."

Robert E. Lahti, Ph. D.
University of Wyoming, 1961

Title: A Review of Junior-College Development in Wyoming and A
Statistical Comparison of Academic Performance of Junior-
College Transfer Students and Native Students at the
University of Wyoming.

Dr. Lahti is now president of William Rainey Harper College. The purpose of Dr. Lahti's study was to determine the relationship between junior-college performance and total undergraduate performance for a select group of University of Wyoming graduates. Performance for these undergraduate transfer students was compared with performance of students who acquired all their undergraduate work at the University. These samples of students were matched as to ability, etc. He collected information on independent semester grade-point averages and cumulative grade point averages for both junior colleges and University of Wyoming students.

Dr. Lahti felt that this study was important because of the increasingly important role junior colleges are playing in higher education. He concluded (1) that junior-college transfer students who continued on to graduation did "satisfactory work" at the University of Wyoming; (2) that there are factors other than abilities which cause observable differences in early and total academic performance of students from individual junior colleges; (3) that meaningful predictions of success at the University can be made on the basis of grades earned in junior colleges; and (4) that there may be differences in grading standards among the various junior colleges and the University of Wyoming.

Lloyd H. Loftin, Ed. D.
Oklahoma State University, 1968

Title: A Survey of the Zoological Course Offerings in the Two-Year Junior Colleges of the North Central Association Compared to the Courses Recommended by a Panel of Judges, With Implications As to Future Trends.

Dr. Loftin is Dean of Faculty, Casper College. The purpose of his study was "to make a determination by catalog and opinionnaire of what zoology courses were being taught and procedures being used by the two-year schools of the North Central Association. Among his conclusions, Dr. Loftin reports that: (1) an integrated principles General Biology course, one year, is considered more appropriate for all beginning students; (2) the major should take introductory biology, chemistry and mathematics in the freshman year, followed by organic chemistry, mathematics through calculus, and general physics in the sophomore year; (3) one year of Life Science should be required for the Associate of Arts degree; (4) laboratory for all students was the most consistent agreement; (5) course length was determined by two factors, the student involved and the course level; (6) eight semester hours of zoology is the minimum recommended in the two-year college for the Associate of Arts degree; (7) the life science requirement should vary depending upon the student's curriculum.

COMMUNITY SERVICES

No profile of the college would be complete without a resume of services to the community. These services may be thought of as general services, which include those services that are expected by the community because of the existence of the college, and special services, which are those services that are ancillary to the general educational obligation, and in many instances performed individually by college faculty.

The Community

The community served by Casper College includes the City of Casper and surrounding suburbs. This population lives in an area about eight miles square. The leading industries are oil, cattle, and sheep. Within the city there are 46 churches, one synagogue, 21 elementary schools, three junior high schools, two high schools, four parochial schools, and one public library. There are 11 parks, a 920 acre park on Casper Mountain, a ski basin, a band shell, six swimming pools, three golf courses, two theaters, a drive-in theater, rodeo grounds, and three museums. Of the three refineries located in Casper, two are now in operation. Oil industry employment is estimated at 4,500. About 400 oil and gas firms operate in the area.

Power and mining are important to the economy of the community. Three power dams and uranium and coal mining also contribute to the cosmopolitan attitudes of the community.

Finally, the community is a convention center, with over 100 conventions held here each year. Tourist attractions are numerous.

This, then, is the community to be considered in evaluating community service provided through Casper College.

General Services--Informing the Public

A public institution is obliged to keep its constituency informed of its general operation. A special obligation of a community college is to explain the value of higher education. To disseminate information a Public Information Officer devotes a large portion of his time to preparing news releases, pictures, and printed informational material.

The purpose of making available information is not only to publicize the college but also to disseminate information that must be categorized as news. Casper has one newspaper with both morning and evening editions, three radio stations, one television station that carries local and network programs, and another television station on a cable system but which originates local public interest programs. These media are the main outlets for information, and they have been very cooperative with the college in past years. Without such cooperation, the public would be deprived of much information vital to intelligent attitudes about the college's adequacy in fulfilling its educational role.

Information is also furnished to press and radio throughout the state when the topic warrants such coverage.

For the past three years, the local television station has provided public service time to the college for a weekly five-minute telecast of campus news. This telecast is prepared by the Public Information Office and delivered by a student.

To a certain extent, the weekly student newspaper is used as a public information medium. The newspaper is of course published primarily for the students, but much of the content is of general interest. The paper is mailed to nearly one thousand alumni, civic leaders, high schools, colleges, libraries, and news media. Editorial content reflects student attitudes about the college which are considered important--although not always complimentary--and newsworthy to off-campus readers.

Pamphlets and brochures also provide the public with information about the college. The many brochures give information about specific educational disciplines, and a general brochure provides a comprehensive view of the institution. The latter is used to fill initial requests for information about Casper College; it is also used when groups or conventions request informational material; through the local "Welcome Wagon" organization, a copy of the brochure goes to each new family moving to Casper.

Source of Community Pride

Community pride, of course, is difficult to measure, but its manifestations appear in various and concrete ways. In February of 1966, when the college was asking for constituency approval of a sizeable bond issue for building expansion, this community pride was demonstrated by an overwhelming vote of approval. News media and civic organizations gave unqualified endorsements to the expansion program.

The community has demonstrated its pride in the college in numerous other ways. Residents bring their visitors "to see the campus." Unsolicited donations of valuable equipment and supplies that might otherwise be considered embellishments to the educational program are commonplace; many generous scholarship and loan funds have been established from private sources and through organizations; a gift of land resulted in added acreage to the campus; and smaller individual donations have been made in many forms. One gift to the college was from a private association of businessmen who dissolved their corporation and turned over to the college about $52,000 in assets in both cash and real estate. To augment the building program, one family made a gift of $125,000.

Feeling that community pride is an asset, the maintenance staff of the college is diligent in keeping up appearances of buildings and grounds.

Meeting Facilities

Keeping in mind always that the college facilities belong to the citizens of the community, the administrative staff makes the buildings available for civic, social, business, and cultural organizations desiring to hold meetings on the campus.

Organizations on both a local and state level, including local, state, and national governmental agencies, have found the facilities especially convenient since meeting rooms are located in the same building as food services and banquet halls. Dormitories are available for conventions during the summer months.

In the 1967-68 school year, (to January 1, 1968) 43 different organizations have scheduled events in the College Center, accommodating 4,321 individuals. The Center keeps accurate traffic flow figures by both date and area; these figures help determine facility usage and aid in the planning for maximum utilization by both students and community. For building usage priority places students first, faculty and staff second, and local citizens third.

Library Facilities

The Goodstein Foundation Library offers its complete services to the community. The library will aid anyone from the community in research by making a bibliography of all books on the subject in the library. Copy service is available for a nominal fee. These services all facilitate community reading, study, and research.

The library offers some physical facilities for community use: the Western Room may be used without charge for club meetings; in the evenings the Large Viewing Room and the Small Viewing Room are available; the Performing Arts group has used the library for a poetry reading open to the public; the Western Room contains a permanent display; and other areas are used for showings such as the Graphics Arts Display, and photography and art exhibits by artists of the area.

In the fall of 1967, the library staff was host to the State Librarians Convention. During the spring semester various workshops in instructional media and library science were held.

Special Services--Faculty

A questionnaire was sent to all members of the faculty and administration late in 1967 to determine their participation in community activities.

Fifty-nine staff members indicated that they were active in at least one of the various civic, service, and fraternal organizations in the community. Fifty-eight are active church members, and 23 belong to at least one of the cultural organizations. There were 149 memberships in professional organizations, mostly educational groups, but also in many business and industrial societies. Twenty-six said they participate in public school activities, such as the PTA. Faculty members in general showed interest in government, and currently three members on the staff are in the Wyoming State Legislature.

Individuals on the faculty are called upon regularly by persons in the community to furnish expert advice and information in their fields, and it is seldom that any fee is charged for the service. The availability of expertise is a community service on which it would be impossible to place a monetary value, but one which is more extensive than it appears on the surface.

Faculty members were asked in a questionnaire to list some of the ways in which they perform services to the community simply by being specialists in their particular fields. Following is a resume of the replies:

Instructors in the Business Division report they are queried from persons in the business community for advice in setting up new office procedures, for evaluation of performance on various brands of office machines, and occasionally for appraisals of a person's chances of success in business.

Instructors in the fine arts assist in the purchase of expensive musical instruments, serve as clinicians and adjudicators at music festivals, give recitals and appear in musical performances, help youth groups with craft work, do gratis art work, evaluate artistic potentialities, give technical advice and facts about composers and musical works.

English instructors have become used in settling arguments on fine points of grammar, but their advice is also sought on more important problems such as the preparation and submission of manuscripts and the value of critiques of prose and poetry. They often judge speech festivals and other contests.

Personnel in the Physical Sciences Division are asked to identify rocks, fossils, and minerals; to compute acreage; to assist in the solution of mathematical problems; to analyze the chemical properties of items. They have been consulted on inventions, watersheds and soil conservation, and have given expert testimony in court.

Instructors in the Life Sciences furnish services by identifying plant and animal specimens, giving advice on insect control, answering questions about bacteria and food contamination, giving talks on health to youth groups, giving tips on homemaking problems, helping solve livestock problems, giving free advice on nursing care to individuals and groups, and giving consultation to the local hospital. One instructor worked with law enforcement agencies to help establish the effect of plant parts on the physiology of human beings and to help identify harmful plants.

Foreign language instructors get numerous requests to translate papers and documents and to serve as interpreters.

The members of the faculty cooperate with organizations, societies, or agencies in assisting with activities in the community. Such activities may be High School Planning Days, extension programs from the University of Wyoming, or committee work in organizations.

The following agencies are a few that members of the faculty have worked with in the solution of some problem:

Casper Civic Symphony, Youth Symphony, City Band
Choral Clinics
Reading Clinics
Labor Organizations, State and Local
Local Newspapers, TV and Radio
Judging at local and state fairs
Conducting clinics and workshops
Extension and Soil Conservation Service
State Department of Agriculture, Wyoming Hereford Assn.
Wyoming and Mountain States International Music Camp
State Department of Vocational and Technical Education
State Welfare Department
State Rehabilitation Office
Employment Security Commission
State Highway Department
State Board of Nursing
State Department of Labor
State Fire Marshall Office
State Cosmetology Board
Realtors Association
GED Testing Service
Small Business Administration
Civil Defense
National Science Fair
Central Wyoming Fair
Women's Guild

These are specific examples of community service rendered by individual faculty. Many others give of their time and talent by working with youth and adult groups off the campus. The president of the college gets about 100 speaking invitations a year and accepts 30 to 40.

Special Services--Students

To determine the extent of participation by students in community affairs various campus organizations were queried about their activities. Results of the investigation indicate extensive involvement in community affairs by the students.

Several groups gave many hours of assistance to fund drives, including United Fund, the Easter Seal Campaign, March of Dimes, and Wyoming Boys' Ranch. Students have aided other religious, philanthropic, and charitable organizations peculiar to the community. Many students are devoted workers in their churches. Some helped with the establishment of a teenage coffee house for high school youth. One club organized a "cookies-for-boys-in-Vietnam" project and also sent clothes to families in Appalachia.

One of the honor societies on campus participated in the Experiment in International Living and during the past year helped arrange housing accommodations for a dozen visitors from Mexico, serving as their unofficial hosts for a month.

The other honor society raised $120 to buy books for the State School for the Deaf, and made another sizeable contribution to the Sheltered Workshop of Casper, a rehabilitation service for handicapped persons.

Members of one campus group sponsored a Halloween party for children in the local school for the mentally retarded, had a Christmas solicitation for books for the Children's Home, served as hosts to high school future-teacher clubs, and refereed grade school sports contests.

Eight campus organizations donated blood to the local hospital to replace that used in emergencies.

Nursing students gave a Christmas party for residents of a nursing home and treated youngsters in the Children's Home with a party. They annually sponsor a doctors' coffee and nurses' tea for staff at the local hospital.

Some of the campus organizations are affiliated with civic and service clubs and work with parent organizations. Circle K, sponsored by the Kiwanis Club, was actively engaged in collecting for the United Fund, and managing the punt-pass-kick contest for the Jaycees in addition to other undertakings of community-wide scope.

Another organization filled many boxes and baskets in a Thanksgiving canned goods drive for Wyoming Boys' Ranch.

The five denominational organizations on campus undertook projects to assist their churches. They helped with the Unicef drive, participated in a Red Cross drive for men in Vietnam, sponsored a marriage workshop, recruited choir members, and caroled for residents at the home for the aged.

The International Club, which promotes better international relationships, encourages participation by persons not attending college.

The political groups chartered by the Student Senate serve purposes other than proselyting. Their activities also attract government leaders to campus for confrontations that are generally open to the public.

This resume does not attempt to report services rendered except under the auspices of some student organization.

Cooperation With Other Educational Institutions

Cooperation with other educational institutions takes many forms, some of which may be considered services. An example is the availability of physical facilities and sometimes even secretarial help to the University of Wyoming for upper division extension courses. Courses recently offered ~~are~~ Literature of the West and Psychotherapy.

Cooperation with the state university in order to provide better community needs has been generally cordial. The college has on all occasions included the public in performances by university musicians; university musicians also participate as individuals in the Casper Civic Symphony, which is in part a college-sponsored activity.

High school planning days, during which representatives from various colleges and universities meet with high school students throughout the state, are not viewed simply as recruiting devices but at least partially as an information service concerning college in general.

For the past several years the college has made two faculty members available as advisors for a month or more in summer. These men are not merely recruiters who meet potential students on the campus and in their homes--they have been instructed to advise students concerning admission to any college. This they have in fact frequently done, making their time and materials available to any student--bound for any other college--frequently the state university. This advice has often meant the gathering of specific curricula which are offered only in such places as the University of Colorado (physical therapy), Colorado State University (veterinary medicine), the University of Nebraska (dentistry), and others.

The state Science Fair, held in cooperation with high schools throughout the state, has used the college's facilities on nine separate occasions, every year since the establishment of the Science Fair. The college has furnished the personnel to organize, judge, and set up the fair as well as the building in which exhibits were displayed.

The Language Department sponsors the Foreign Language Festival each year. Students and teachers of French, German, and Spanish from the high schools of the state are invited to participate in various competitive and cultural programs.

Providing Cultural Leadership and Experiences

Casper's citizenry has for years shown an avid interest in the fine arts, and the college has provided the community with the nucleus for such diversion.

Drama

The college's Penthouse Theater has been a regular and popular center for state plays for 22 years. The Penthouse Theater, a 150-seat theater-in-the-round, has brought to the community the latest and most popular Broadway plays, including musicals. The performers are students who are usually majoring in drama. Each year, the Penthouse Theater gives three or four productions that run from October through March. A nominal admission fee is charged, and from 7,500 to 9,000 persons see performances every year.

Music

Both vocal and instrumental music are integral parts of the curriculum at Casper College, and some segments of the music program have become integrated with the community.

The Civic Symphony orchestra is a joint operation between the community and Casper College. Credit is offered to any student, adult or otherwise, who is accepted by the director and who requests it. About 75 members comprise the symphony, and about one-sixth of the members are students at the college. The Director of the Civic Symphony is a member of the faculty of Casper College which pays half his salary and contributes to the symphony. The symphony plays ten concerts a year. Five are played in the city at the two high schools and the three junior high schools. There is no admission to these school concerts, for which, in most instances, the players donate their time and talent. Estimated attendance for an average year numbers fifteen to twenty thousand. When time and finances permit, the symphony travels in the state for one or more concerts.

The director of the Civic Symphony also directs the Casper Youth Symphony. The Youth Symphony, composed of musicians 12 to 18 years old, provides training for many youngsters in the community. These young people appear before about 8,000 people a year. Membership numbers about 60, and Casper College credit is awarded.

All faculty of the music department serve as performers, advisors, or adjudicators. One member of the music faculty, who has a national reputation, has served as advisor or clinician in almost all parts of the state, in other states, and in Canada. Yearly, each member of the music faculty conducts one or more clinics. The college is, therefore, an obvious source of information and guidance to the towns and schools of the state.

Art

The college has become an unofficial clearning house for community art. Numerous exhibits are held on campus, including works of sculpture. A large room in the new library has been set aside as a repository for items significant to Western American culture, including paintings and sculpture. Two members of the college faculty serve on the newly formed Wyoming Council for the Arts and are active on a statewide and regional basis in the promulgation of the arts.

Entertainment

Instruction and entertainment can reinforce each other. Drama, music, and art lend themselves to entertainment for thousands of persons in the community as well as to instruction for students.

PLANT AND EQUIPMENT RESOURCES

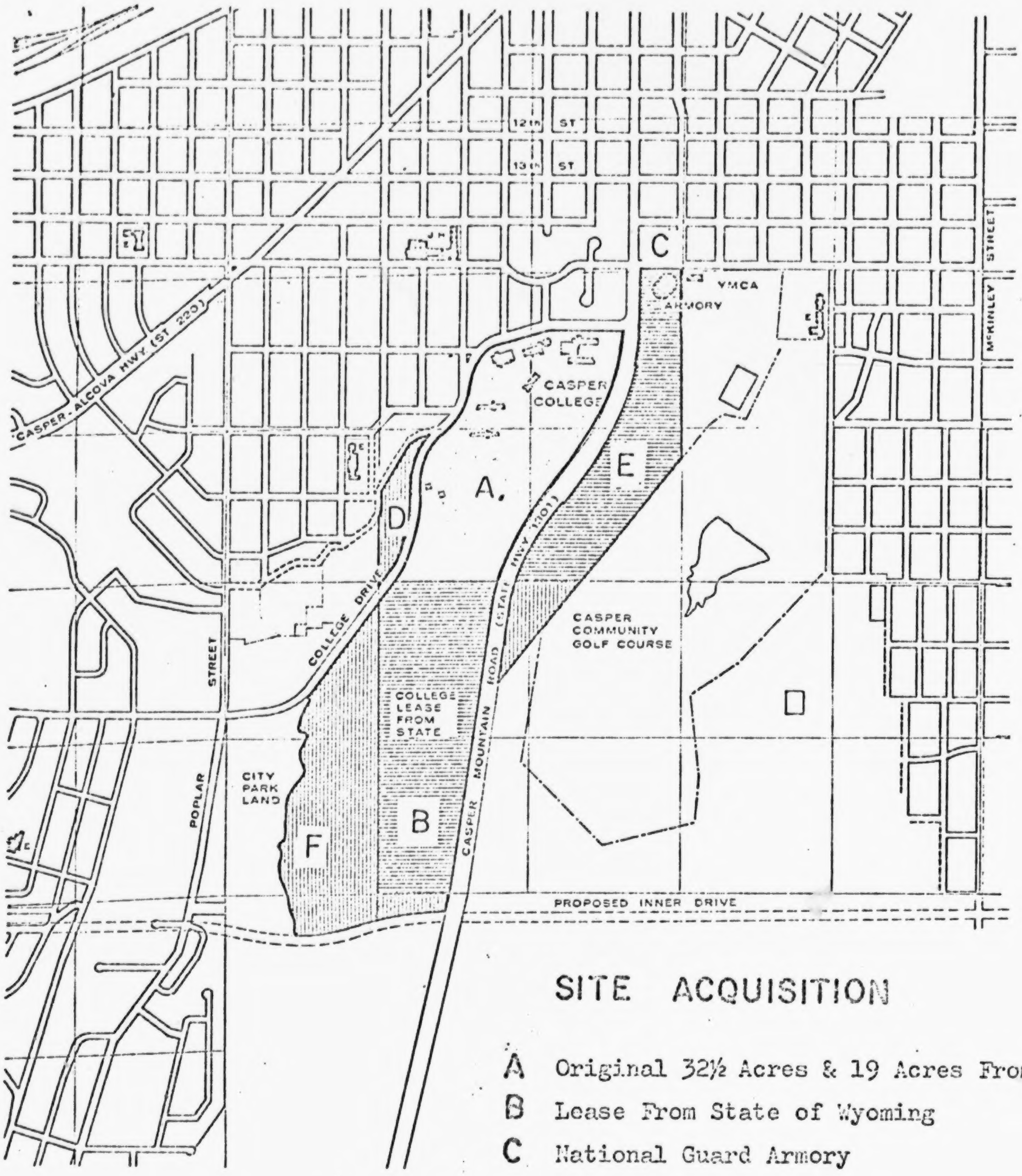
The Campus

The original site for the Casper College campus was acquired in 1955. It included $32\frac{1}{2}$ acres on which are located all the buildings north of Morad Hall (A, site acquisition map, next page).

Nineteen acres immediately south of the original site were acquired from the city in 1963 in return for a 32 semester hour training program for the Casper Police Department. Thunderbird Gymnasium and the Vocational-Technical Center are located on this land (A, site acquisition map). Fifty acres immediately south of the 19 acre tract were leased from the State of Wyoming about the same time (B, site acquisition map).

In 1965 about 30 acres adjacent to the North Platte River were given to the college. The college traded this land to the city for property east of Mountain Drive and immediately south of the Wyoming National Guard Armory. This extended the campus to include more than 130 acres (E, site acquisition map).

Further expansion of the campus is planned. Included are $6\frac{1}{2}$ acres on the west side of College Drive opposite the dormitories (D, site acquisition map), 20 acres lying between the vocational-technical building and Mike Sedar Park (F, site acquisition map), and the land


12th ST
13th ST
CASPER-ALCOVA HWY (ST 220)
C
YMCA
ARMORY
McKINLEY STREET
CASPER COLLEGE
A.
E
D
CASPER MOUNTAIN ROAD (STATE HWY 1301)
COLLEGE DRIVE
CASPER COMMUNITY GOLF COURSE
COLLEGE LEASE FROM STATE
POPLAR STREET
CITY PARK LAND
F
B
D
PROPOSED INNER DRIVE

SITE ACQUISITION

A	Original 32½ Acres & 19 Acres From City
B	Lease From State of Wyoming
C	National Guard Armory
D	City of Casper, 6½ Acres
E	Morad-City Trade
F	City of Casper 20 Acres

and buildings now occupied by the national guard at the intersection of Wolcott and 15th Streets (C, site acquisition map).

Buildings

The first building on campus was the Administration Building constructed in 1955. Consisting of one and a half stories, it provided about 52,500 square feet for classroom, office, and utility areas, including a complete food service facility, a gymnasium, a theater, and a library.

Concurrent with building the Administration Building, an automotive mechanics building, providing about 5,000 square feet on one floor, was built.

In 1964 a 3,000 square foot addition to the automotive mechanics building provided two classrooms and two faculty offices, and it increased the shop space available to the automotive program, permitting the installation of front-end alignment equipment, heavy duty metal lathes, and a dynamometer for diagnosing automobile engine malfunctions. This is now the Agriculture Building, housing the Agriculture Department, shipping and receiving, and maintenance.

In 1960 a third building, the Arts and Sciences Building, was erected west of the Administration Building to meet the needs of increasing enrollments. This two story building with 28,000 square feet provided classroom and laboratory facilities for art and science classes which were moved from the Administration Building. Art classes have since been moved to a new building.

Bailey Hall, the first campus dormitory, was opened for occupancy at the beginning of spring semester 1965. With three floors and a partial basement, Bailey Hall contains 29,000 square feet and provides housing for 100 men and 62 women, an apartment for a hall director, and laundry and storage facilities.

The College Center, the second building completed in 1965, contains 34,000 square feet on two floors. The Center made available a food-service facility consisting of a completely equipped kitchen, a main dining room of 350 person capacity, private dining rooms equipped to serve also as classrooms, a snack-bar, a study lounge, a bookstore, a student health suite, TV and music listening rooms, a game room, and several additional rooms for student government, student publications, and faculty. Occupancy of the Center released space in the Administration Building which was converted to classrooms and offices for the business division and for general storage space.

Following is a breakdown of the services:

The T-Bird Lounge is 4,500 square feet in size. Eighty-nine percent of students entering the Center headed for the T-Bird Lounge. The snack-bar serves about 800 students a day. The lounge area provides space for eating and for playing games and cards; pool and billiards tables are available at a nominal fee. The lounge is used to capacity during busy times.

The cafeteria embraces 5,600 square feet. It serves about 1200 meals a day. This is capacity for the cafeteria.

The bookstore, which is 2,900 square feet, has adequate selling space, but is short on storage space.

Five hundred forty square feet of the College Center are devoted to student health. The nurse sees about 12 students a day. This facility is presently adequate.

A second dormitory, Marion Morad Hall, was also completed during 1965 and was ready for occupancy by students for fall semester. It is essentially a duplicate of Bailey Hall.

Two sets of apartments for married students were completed and occupied during the summer of 1965. These apartments are arranged in clusters of four apartments each, all on the ground level. Each apartment contains 480 square feet of living space distributed among a bedroom, living room, kitchen and dining area, bathroom, and utility closet. Each apartment has its own forced air furnace and water heater.

In 1966 the third set of four married student apartments was completed and occupied. That year also saw the completion of the third residence hall on campus, McIntire Hall, which was ready for fall semester. The construction of this hall differed somewhat from the two previously constructed halls, primarily in the 120 degree angle between the two wings of the building to conform to the site on which it was built. It provides rooms for four fewer students than are provided for in the other two halls; a larger and more useable lobby, larger storage and utility areas, and two directors' apartments instead of one compensate for the difference. Two apartments permit an assistant director, who relieves the directors, to live on campus also.

Three structures were completed and made available at the beginning of fall semester 1967. The classroom addition to the Administration Building provided 24,200 square feet of space to be devoted primarily to instruction. Occupying the two floors of the addition are eighteen faculty offices, a seminar room, nine classrooms, two 130 seat lecture rooms, a language laboratory, and the administrative offices of the Evening School. The occupancy of this addition freed space in the older part of the Administration Building. This provided additional room for the music department as well as space in which services of the Student Personnel Division could be consolidated.

Office suites housing the President, the Dean of Faculty, and the Dean of the Evening School occupy 2,089 square feet, or 2.74 percent of the Administration Building. This is 0.58 percent of the plant. These suites include two conference rooms. Administrative space is adequate.

The business office occupies 2,879 square feet. This represents 3.77 percent of the administration building, or 0.8 percent of the plant.

Normal business office equipment consists of four calculators, four adding machines, and an analysis machine. These are used regularly to near capacity and are supplemented at registration with rented machines. Because storage space is short, some paper is stored outside the business office. The college's data processing equipment is used to prepare monthly payrolls and will be used for posting the Auxiliary and Agency Fund.

The Student Personnel Division office suite is in the Administration Building near the other administrative offices. A total of 2,000 square feet provide six offices and a reception area.

Records and Admissions utilizes 2,750 square feet. Records are filed in a fire-proof vault of 108 square feet and is filled to capacity.

Equipment and facilities used by Records and Admissions include the following:

IBM	1130	Computing System	used 20% capacity
IBM	29	Key Punch	used 50% capacity
IBM	548	Interpreter	used 30% capacity
IBM	514	Reproducer	used 30% capacity
IBM	407	Accounting Machine	used 30% capacity
IBM	85	Collator	used 30% capacity
IBM	82	Card Sorter	used 30% capacity
IBM	26	Key Punch	used 30% capacity

This equipment is used for classroom instruction in addition to the percentages listed for administrative work.

The Goodstein Foundation Library is a two story building designed so that a third floor may be added. Included in the 35,700 square foot building are stack space for 45,000 volumes, a lounge area, study rooms, student typing rooms, library staff offices, receiving and cataloging rooms (connected by an elevator), two classrooms, two viewing rooms, and the Western Collection Room. The library is equipped with air conditioning and humidity control to preserve its contents.

The space formerly occupied by the library in the Administration Building was redesigned for use by the business office, and the space vacated by the business office was converted into an additional typing classroom.

The Vocational-Technical Center contains 16,000 square feet of space on one floor, providing classroom and office space for vocational-technical programs previously housed in three separate locations. It provides space for the automotive program, as well as separate machine tool and welding shops, electronics laboratories, and classroom.

Two buildings were completed for occupancy during 1968. Thunderbird Gymnasium is a 34,000 square foot building. Most of its area is located on one floor, but the main gymnasium is overlooked by balconies on the north and south sides with folding bleachers; with the bleachers folded space for wrestling, tumbling, and similar gymnastic activities is created. The main gymnasium floor is provided with folding bleachers also. When the bleachers are folded, the floor is large enough to accommodate two basketball games simultaneously. A stage is recessed in the west wall of the gymnasium so that it may be converted into an auditorium for about 4,200 persons. The remaining area of the building is devoted to locker rooms, showers, a training room, offices, a classroom, a concession booth, and storage rooms. The old gymnasium is now used for women's physical education, some intramural activity, and assemblies.

The Aley Fine Arts Center is a three floor building of 22,350 square feet. It has sufficient space to accommodate the music and art departments, with offices and studios for all faculty members, individual practice rooms, a listening room, rehearsal areas for vocal and instrumental groups, two painting and drawing studios, one ceramic and sculpture studio, one graphics and design studio, and several art exhibit areas.

The art wing of the Science Building is now being used for engineering drafting. Moving the drafting classes added two classrooms in the Administration Building.

Utilization of Facilities

Classroom space, laboratories, automotive shops, agricultural shops, and music practice rooms are being used during a major portion of the eight-hour schedule of day-time classes and the four-hour evening school. Classrooms and laboratories in the Administration Building and Science Building are used during about three-fourths of the available time, exclusive of additional use during the evening hours; the automotive shop in the Vocational-Technical Center is used daily during the entire class day, except during the noon hour. Instructional activity decreases as is usual in the late afternoon.

Maintenance

Buildings and grounds are maintained by the maintenance department, which operates under the general supervision of the Deputy Business Manager for Campus Development. The department supervisor is the Buildings and Grounds Foreman, who directs the work of two carpenters; one electrician; twelve building custodians; three day maintenance men; and a crew of sixteen part-time, student helpers.

The maintenance department is staffed and equipped to perform the bulk of campus maintenance work, although heating and air conditioning equipment are maintained by outside agencies under contract, and most plumbing repairs are performed by local firms. Plans include hiring a journeyman plumber. Landscaping, graveling and paving, earth moving, and similar projects requiring special skills and equipment are performed by local firms under contract.

Maintenance occupies 1.88 percent of the total plant area. The central location of the maintenance shop provides adequate space for storage and maintenance of equipment and has room for additional equipment.

Maintenance equipment includes a half-ton truck, a three-quarter ton truck, a tractor equipped with loader and blade, three snow removal machines, two riding mowers, and three walking mowers. Plans would add another snow removal machine and more lawn mowing equipment.

Utilities

When the first two buildings were constructed in 1955, campus expansion was not considered. As a result the water and electric-power systems initially provided for the campus proved inadequate.

The low pressure city water system was capable of meeting the needs of the first few buildings, but as campus buildings were built on sites above the level of College Drive, the low pressure city system could not provide the needed service. To overcome this difficulty the college financed the installation of a high pressure water system. A line was laid from the city's reservoir about a quarter mile east of the campus.

Originally, overhead lines provided power to the administration and automotive buildings. When the Arts and Science Building was constructed, electric power was brought into the building through underground lines, and in 1964 the original overhead lines on campus were replaced with buried cables. Subsequent buildings have been provided with electricity through underground cables also. The construction of the Goodstein Foundation Library exhausted the capacity of the campus transclosure. To meet additional needs, a new transclosure was installed southeast of the Administration Building adjacent to Mountain Drive in the early winter of 1967. That transclosure provides power to the Administration Building, Aley Fine Arts Center, Vocational-Technical Center, and Thunderbird Gymnasium. The new transclosure has reduced the load on the old transclosure, which can be used to supply power to future buildings.

All buildings on campus are heated by natural gas. For economy gas and electricity delivered to the campus are metered at only three locations.

Outdoor Recreation

Student residents on campus in 1965 focused attention on the need for outdoor recreation. For a time facilities were subordinated to other requirements because money was lacking. But in the summer of 1967 it was possible to provide recreational facilities in the paved areas behind Bailey and Morad Halls. Two sets of basketball backboards were set up on black-top behind Bailey Hall, and a set of horseshoe pits was installed immediately to the west of the black-top. Behind Morad Hall a tennis court and a volleyball court were constructed. These facilities, and the additional indoor recreational space provided by the new Thunderbird Gymnasium, provide adequate recreational areas.

Safety and Security

Campus safety is provided through the Committee on Traffic and Safety. Committee members detect hazards and initiate corrections.

A four-man, armed, security force provides physical security for the college. Working under the supervision of the Associate Dean of Students, these men provide security against fire and theft from

6:00 p.m. to 6:00 a.m. daily. Each member of the force is carefully selected, and an effort is made to hire men with police experience. During their employment as security officers they are appointed special officers of the Casper Police Department.

Insurance Protection

Fiscal security is provided through a comprehensive insurance program by one company. That part of the insurance program covering physical plant follows:

1. Physical Damage Coverage on Buildings and Personal Property
2. Comprehensive General Liability Coverage
3. Automobile Insurance Coverage
4. Comprehensive Dishonesty, Disappearance, and Destruction Coverage
5. All Risk Inland Marine Coverage
6. Employer's Liability Coverage
7. Voluntary Workmen's Coverage
8. Boiler and Machinery Coverage

Long Range Plans

In 1965 the college engaged architects Caudill, Rowlett, and Scott of Houston, Texas, to draw up a long range campus development plan. At that time the campus had six buildings: the Administration Building, which contained the gymnasium, the Arts and Science Building, the Vocational Building, the College Center, and two dormitories.

Stage One of the C-R-S Plan called for three academic buildings and an additional dormitory. Three proposed academic buildings were to be a fine arts building, a general classroom building with a temporary home for library and administration, and a general classroom building and health center.

The general classroom building has been completed as an addition to the administration building. The fine arts building was completed this year.

The first deviation from Stage One was the construction of a separate library building, financed partly through individual grants. This structure has eliminated the need for the second general classroom building called for in Stage One.

Stage Three of the original development plan called for a library-administration building to serve as the focal point of the campus. It was to have included an enclosed stairway, providing pedestrian access to the upper level of the campus. Although the idea of the building has been abandoned, the pedestrian access feature was built into the Aley Fine Arts Center.

A system of dormitories, including a high rise dormitory, additional married-student housing, and expanded parking are also called for in Stage Three. The C-R-S study further recommended a field house and a separate auditorium. Both have been incorporated into one building.

Another building completed for the 1967 fall semester was the Vocational-Technical Center, located on the upper campus. It was not included in the original development plan.

Stage Three also calls for a new central kitchen, to be located near the dormitories and a new science building to provide a second means of vertical movement from lower to upper campus.

Much study and planning have been devoted to a projected Nursing Building. Tentative plans have been drawn for a building of about 20,000 square feet with space for 100 students in a two-year nurse's training program. One hundred thousand dollars from the February, 1966, bond issue has been set aside for the construction of this facility. Federal aid funds should provide the remainder.

Future acquisition of the Wyoming National Guard property adjoining the college campus has been assured by passage of necessary legislation, but actual transfer cannot be anticipated. This transfer will be made when new National Guard training facilities are built. Funds have been appropriated for the State of Wyoming's share of the construction costs, but federal matching funds were not allocated in the 1968 budget. It is doubtful that the national guard property will be available before 1971, if then.

Movement of nursing instruction to a nursing building will free space in the science building for expansion of the life science and physical science divisions. The architects proposed building an addition to the science building for additional laboratories and classrooms.

Development of a pedestrian campus requires removal of the Agriculture Building from the interior of the campus and expansion of parking facilities at the edges of the campus. An expanded college plant will require larger maintenance shop facilities. A central heating system may be part of an expanded maintenance facility. New service buildings might be concentrated near the present National Guard Armory, where they would not occupy space in classroom or housing areas. These changes would allow development of the pedestrian mall proposed in the master plan.

The proposed new resident student dining facility near McIntire Hall would be the logical site for additional recreational facilities. This would divert student traffic from the College Center and improve parking.

If additional housing is built for married students, it should not be located near the dormitories. This housing might be located near the proposed stadium.

Site Problems

The rugged semiarid location of the campus creates many problems. First is the problem of relief, with the upper level of the campus a hundred feet higher than the lower level. Buildings have generally been set on terraces. Landscaping necessitates terraces with steep slopes between them. The steep contours of the site also make creation of adequate parking lots expensive. Parking is important because so many students drive.

Second is the problem of drainage. The natural flow of water off the ridge on which the campus is located has been interrupted by the building of the campus. During several spring thaws and summer cloudbursts, parts of the lower campus have been flooded. Inadequate storm drains are still a problem. It is doubtful that anything can be done about the flooding unless the college has cooperation from the Wyoming Highway Department to get an adequate drainage system into the Platte River or some reservoir. Additional storm sewers can be built; the problem now is where they should drain.

The soil cover is another problem. The surface consists of either an almost impervious shale or a highly erodable material. Uncovered soil becomes a problem as either mud or dust--depending on the moisture. Paving exposed areas, planting them in sod, or building retaining walls are the solutions available.

Frequent winter winds make it necessary to screen the building entrances.

CONCLUSION

The self-analysis of which this profile is evidence has been a rich experience in higher education; for certainly the familiarization of faculty, both administrative and instructional, with the functioning of Casper College as an institution goes far beyond the collection of data.

It is not the policy of this institution to limit its self-examination to the periodic requirements of the accrediting authority--indeed, institutional organization makes appraisal of policy and procedures a continuing activity. But the exigencies inherent in an examination of this scope require the concerted participation of the entire faculty and staff, and it is in this participation--of both administrative and teaching faculty from cross disciplines on all committees--that the deepest gains may be felt. The compilation of data is almost pedestrian when compared to the advantages of an academic dialogue which has of itself precipitated some internal changes, some realignment of thinking, some added perspective to the planning of day to day operation.

The study covers the period from July 1, 1967 to June 30, 1968. The insights gained during this time have already caused numerous changes or impetus to changes now being effected, so much so that parts of the study will be obsolete by the time of publication. It has therefore been determined that a supplementary profile will be developed in an attempt to cover the period from July 1, 1968 to the time of its submission to the secretariat of the North Central Association.

Each of the twelve committees formed to do the self-study was chaired by a member of the instructional faculty, who bore the major leadership responsibility. The Steering Committee attempted to have committee membership from each of the seven academic divisions on all study groups. The college was fortunate to have the services of some outside consultants during the study process. Early in 1967 Dr. Raymond Young, Professor of Higher Education from the University of Michigan, was brought to the campus for two days to review the operation of the institution and to work with the Steering Committee in the development of the planning. Subsequently, Dean Kenneth Anderson, School of Education, University of Kansas, and Dr. Nathaniel Evers, Dean of the Graduate School of the Arts and Sciences, University of Denver, were brought to the campus in a consultant and advisory capacity. Two consultants with rich experience in community college administration will be utilized in an attempt to provide a more objective appraisal of the institution.

Throughout this self-study process reference was made to the seven basic questions proposed in the guide prepared by the North Central Association. In addition considerable thought was given to a constant comparison of other institutions, and while the faculty is aware that this institution is to a degree unique because of its geography and placement, the rhetorical question was always asked--is the current operation consistent with accepted and normative practices? The answer is a decided affirmative that the institution is an excellent one in which both the staff and community continue to manifest obvious approval. While the institution prides itself on an enrollment increased by a factor of four to one in less than ten years--in an expansion program that has seen the addition of ten buildings in less than half that--it would appear that the main worth of the institution is in the faculty, which has matured into a sophisticated unit for discharging its goals and objectives. Undoubtedly any institution, by its very nature, will have strengths and weaknesses; and while it is easy to point with pride to certain of the strengths, it is likewise incumbent on the institution to recognize its weaknesses and set out to rectify them. It would appear that there are two main kinds of problems which must be met, those of an external nature, that is to say those to which the college can move indirectly, and those internal affairs that can be brought about by action of the college personnel.

It is the unanimous opinion of the college that it has done an extraordinary job with the resources it has been afforded; yet one would be less than candid not to admit that probably the primary weakness of the institution is a general underfinancing of the two-year colleges in the state of Wyoming. A tax levy that may be imposed by a college district is set by the legislature and cannot be exceeded. This compounds itself somewhat in the fact that Wyoming is a sparsely settled state in which the cities are not growing rapidly enough to create the increased assessed valuation necessary to keep pace with the fiscal demands of its institutions. Coupled with the fact that some 35 to 40 percent of the Casper College enrollment comes from areas outside the college district suggests that an immediate strengthening of state financial sources be afforded by the legislature. While marked gains have been made in acquiring fiscal support from the State of Wyoming, it is recognized that state support is considerably less than that provided by the leading states to their institutions of higher education. Certainly one of the tangible results of this study has been to reinforce dedication to the proposition of acquiring increased state assistance, for most of the deficiencies noted could be corrected by added fiscal resources that would allow for faculty benefits and increased staff and services.

In the past five years the control organ for community colleges in Wyoming, the Community College Commission, has emerged in a stronger and more viable role that affords planning and service to the various two-year colleges throughout the state. The efforts of the Commission to have all the Wyoming statutes concerning community colleges recoded in the last legislative session have resulted in an almost invaluable service to all the two-year colleges in the area, and plans are underway to ask for at least a 25 percent increase in state aid for the two-year colleges in the coming biennium.

The overall evaluation shows this to be an excellent institution which does what it purports to do and which is well organized to execute the task. Facilities are adequate, and in general tools are provided for the main purpose of the institution, which is instruction. The staff is one of strong preparation and experience that clearly manifest dedication to task and loyalty to the school.

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SUPPLEMENT TO

AN INSTITUTIONAL PROFILE 1967-68

Casper College

Casper, Wyoming
November, 1968

JC 690 142

UNIVERSITY OF CALIF.
LOS ANGELES

APR 19 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

This supplement to the institutional profile which resulted from the 1967-1968 self-study is provided for two reasons:

First, reviewing the final draft of the profile made the Steering Committee immediately aware that though it provided an accurate description of the institution when the data was collected it would be in part almost obsolete by the time the North Central Association's examining team arrived on campus in 1969.

Second, the self-study itself revealed a number of areas that could be improved by executive action or that would improve automatically as the expansion of plant already in progress was completed.

This brief supplement, then, includes only that information necessary to bring the complete profile up to date.

STAFF BENEFITS

Salaries

Compensation to the faculty has been improved over that paid last year. The salary schedule for the 1968-69 academic year has been increased from a $6200 to a $6500 base. Salary increases have been given to administrators and staff on an individual merit basis.

Insurance

One of the fringe benefits enjoyed by employees is the group life insurance coverage provided them by the college. Effective October 1, 1968, $10,000 life insurance with an additional $10,000 accidental death and dismemberment clause has been extended to include all full-time employees. Previously, $5,000 of this coverage was dependent upon participation in the Group Hospitalization and Medical Insurance program. Effective July 1, 1969, institutional participation in the State Health Insurance Program becomes mandatory. At that time, employees will have sixty days to make known their desire to participate in this state sponsored Health Insurance Program. The cost of this program will be borne largely by the state and the college.

REORGANIZATION

Board of Trustees

Two new board members were elected to office, effective July 1, 1968. They were Donald E. Chapin and Walter W. Kingham, who replaced Harry B. Durham, Jr., M.D., and P. M. Cooper, who chose not to file for reelection.

At the first meeting of the board, the following members were elected into officership: Robert R. Rose, Jr., President; Harold Josendal, Vice President; Donald E. Chapin, Treasurer; Roy W. Holmes, M. D., Secretary.

Vice President

By action of the board of trustees, the office of Dean of Faculty, which was responsible for curriculum supervision, relationships with teaching faculty, student-instructor relationships, and those other functions related directly to teaching faculty, was replaced by an office of Vice President. The new office incorporates the duties of the former Dean of Faculty into an expanded responsibility which includes general administrative cognizance.

Dean of Extended Day

In early August, 1968, the Dean of Extended Day and Continuing Education resigned. To carry on his responsibilities at this critical time a committee consisting of the President, the Vice President, and the Dean of Records and Admissions was formed. The clerical staff was retained.

By the middle of Fall Semester a suitable replacement, Joe W. Stewart, was designated Dean of Continuing Education, Career Programs, and Director of Public Information. The duties of this office are to administer the evening school program; to coordinate, structure, and supervise all career programs, whether in the vocational-technical division or within the academic divisions. This Dean will also be in charge of all public information emanating from the college.

The one area of responsibility which has been removed from this administrative position is the chairmanship of the vocational-technical division. An acting chairman of the division now supervises electronics, auto mechanics, petroleum technology, and practical nursing.

Other vocational-technical responsibilities were incorporated into the various divisions as follows:

Data Processing and Clerk Stenography	to Division of Business
Agri-Mechanics	to Division of Life Sciences
Apprenticeship Training	to Division of Continuing Education
Drafting	to Division of Physical Sciences
Law Enforcement	to Division of Social and Behavioral Sciences

Two new curricula to be initiated in Fall Semester 1969-70 are the Associate Degree in Nursing Program, to be in the Division of Life Sciences, and Library Technology which is to become a part of the

Division of English and Literature.

Committee System

The college has generally held to the position that while each of the faculty members is a specialist in his own right each should share in the decision making process. Moreover, it is believed that faculty size makes representative faculty participation necessary. Accordingly, during the planning session of the summer of 1968, two important decisions were made.

First was a decision to expand the role of the elected representatives from the seven academic divisions within the committee structure. While this was done in the past, its success was such that an even broader application of the principle of elected representation was made possible.

The second major item of change from that used during the school year 1967-68 was that of adding students to faculty committees. Heretofore, the use of students had been confined generally to those areas concerned only with student activities. However, students have now been placed on nearly every one of the college committees, though in some cases their role is that of participation without vote.

Office Moves

The President's office was shifted to the space formerly occupied by the former Dean of Extended Day, as it was considered appropriate that the new Dean of Continuing Education should share space with the Office of Records and Admissions, where he would have immediate access to student records.

The new presidential suite provides a board room and President's office combined, an office and waiting room for the President's secretary, and sorely needed storage space for board and administrative records.

The Vice President's office, accordingly, occupies the former presidential offices; the Dean of Records and Admissions is located in the former Dean of Faculty office; and the Dean of Continuing Education is located in the office formerly used by the Dean of Records and Admissions.

The student personnel wing was rearranged and refurbished to make it more attractive and comfortable for students. This was accomplished with new lounge furniture, paneling, and carpeting.

Business Manager

By resolution of the board of trustees Mr. Philip O. Doornbos became Business Manager and Mrs. Ann Robb Assistant Business Manager. These were title changes rather than changes in responsibilities.

Audio-Visual Coordinator

An increase in plant space made it possible to designate a more adequate area for the storage and maintenance of audio-visual materials. This area also provides an office for the Audio-Visual Coordinator, who was placed on 11-month contract for more effective distribution and maintenance of audio-visual equipment and materials.

Pre-engineering and Drafting

Space vacated by the art department was renovated for instructors teaching pre-engineering and drafting. This increased the space available to these disciplines and provided faculty offices adjacent to the teaching and laboratory rooms. This move also placed these facilities near related disciplines.

Reproduction Center

During the summer the institution's duplication and reproduction areas were consolidated into one. The reproduction center was newly equipped (on a rental basis), and a full-time operator was placed in charge. All divisions use this facility; however, divisions with special requirements for mimeograph or spirit duplicator have been provided with the necessary equipment. This change was made in order to increase the efficiency, improve the service, and control the cost of an operation important to the entire institution.

STAFF CHANGES

The following people resigned prior to the beginning of the school year 1968-69:

1. Ernest V. Sones, formerly Dean of Vocational-Technical Education, Extended Day and Continuing Education, resigned to accept a job as Director of Vocational Education for the high school district of Natrona County.

2. Lester Dale Burgess, instructor in chemistry, resigned to accept a position in a senior college of the Church of the Latter Day Saints in New Zealand.

3. Nancy Lee Cox, instructor in sociology and anthropology, resigned to enter the Peace Corps.

4. Willis H. Fenwick, instructor in geology and engineering, resigned to reenter a graduate program at the University of Washington.

5. John T. Nelson, instructor in English, died unexpectedly on March 20, 1968. He was temporarily replaced by Mrs. Charlene Nightwine, who served for the remainder of the academic year.

6. Robert L. Wilkes, instructor in psychology, resigned to accept a commission in the United States Navy.

7. Arlen Ray Wilson, instructor in history and political science, resigned to accept a position with U. S. Civil Service.

8. Evelyn Pelton, instructor in mathematics, resigned to join her husband who is now residing in Laramie, Wyoming.

9. Mary Margaret Forsythe, instructor in nursing, resigned because of the termination of the nursing program for the academic year 1968-69.

10. Dorothy Putnam, instructor in nursing, is on a leave of absence for fall semester and will return during spring semester to initiate the associate degree in nursing program.

The following persons were added to the faculty:

1. Ted Cross has been added to the staff in physical science to teach in the areas of engineering and mathematics.

2. C. Donald Knerl was added as an auto mechanics shop assistant. This was not a replacement, but an addition to that program.

3. Genevie Freel was added as an instructor in psychology to replace Mr. Wilkes.

4. Dr. Jon Brady was added as an instructor in history and political science to replace Mr. Wilson.

5. Robert Moenkhaus was added to replace Miss Cox in sociology and a part-time instructor, Maryann Frary, was added to teach in the area of anthropology.

6. Dr. Hyrum Richards was added as a part-time instructor to teach in the areas of child and general psychology.

CURRICULUM CHANGES

The following courses were added to the curriculum:

14-201	Shorthand Transcription
14-221	Executive Typewriting
57-112	Intermediate Astronomy
32-263, 264	Spanish, Independent Study
32-141, 142	German Reading and Translation
55-218	Advanced Engineering Mathematics I
58-110	Introductory Physics
76-069	Technical Mathematics
40-118	Farm Carpentry
40-121	Farm Electricity
48-220	Genetics
57-120	Basic Oceanography
90-205	Unit Record Workshop
90-206	Computer Workshop
55-112	Data Processing Mathematics
50-231	Introductory Biochemistry I
50-232	Introductory Biochemistry II
30-125, 126	Ceramics
22-210	Newspaper Production
44-105	Advanced Clothing Construction
30-215	Printmaking
36-231	Contemporary Harmony
84-211	Petroleum Exploration Methods
36-177	Woodwind Ensemble
36-147	Brass Ensemble
36-137	String Ensemble
36-187	Percussion Ensemble

The following courses were deleted from the curriculum:

60-205	Economic History of the U. S.
40-203	Swine Production
44-120	Personal and Family Living
36-153, 154	Women's Concert Glee
50-103, 104	General Chemistry Lab and Problem
50-222	Quantitative Analysis
52-232	Geologic Map Interpretation
70-050	Technical Mathematics

76-081	Slide Rule Practice
48-161	Introduction to Wildlife Conservation
72-065	Power Equipment and Advanced Shop Practice Tune-up II
22-201, 202	Newspaper Production
36-157, 158	Collegians

The following course titles were changed as follows:

52-232 -- changed from Engineering Measurements and Surveying II to Curves and Earthwork.

84-104 -- changed from Map Drafting and Surveying to Map Drafting and Interpretation.

Unanticipated enrollment in programs was as follows:

The highs were in art, data processing, businss machines, home economics, biological science, and automotive.

The lows were in petroleum technology, law enforcement, geography, anthropology, geology, and agriculture.

BUILDINGS AND FACILITIES

During the school year 1967-68 additional facilities were afforded the college upon the completion of the classroom addition to the Administration Building, the Goodstein Library, the Vocational-Technical Building, and Thunderbird Gymnasium. The Aley Fine Arts Center was occupied in April, though the building was not completed until the late fall of 1968.

Some additional departure from the original long-range building plan may well come into being due to encouraging prospects from a private donor. It is to be noted that there is currently $100,000 in the Building Fund to be made available by the college board for future development. It appears strongly within the realm of possibility that a donor is considering a gift to be added to that now currently impressed for building purposes, and current thinking of the college board is that a life science building will be structured, generally at a position west of the Aley Fine Arts Center. Current thinking calls for three instructional areas in this facility. One would be a complete instructional unit in the general discipline of biology with attendant classrooms, laboratories, and work areas in the field of biology. A second major part of the structure would be generally for health arts for associate degree and practical nursing. A third area of contemplation is home economics.

During the summer of 1968 considerable progress was made in the development of the campus. This is particularly true with respect to sodding, landscaping, and the construction of rock walls necessary to control the severe relief of the topography of the site. Other gains were manifest in the development of sidewalks, drainage, and some resurfacing. While admittedly the project is far from being complete, exigencies of weather and large sums of expenditures preclude the immediate development and completion. Current planning calls for a systematized summer development process to accomplish the desired outcome.

Normal maintenance was carried on during the summer period to include the considerable project of painting and repair, the installation of some internal and external lighting facilities, as well as the acquisition of equipment and instructional tools. Emergency lights of two types were installed in two buildings on campus in an effort to determine which type should be adopted for campus-wide use where needed. Each type is designed to become operative when the building electric supply is interrupted. In the new gymnasium two sets of lights were installed equipped with wet-cell batteries that automatically are recharged when the building power is resumed. Two sets of lights with dry-cell, non-rechargeable batteries were installed in the College Center. A period of observation will be required before the feasibility of installing the less expensive non-rechargeable-battery lights can be determined.

LIBRARY

The Casper College library has made some minor changes in the general lay-out of areas housing books and periodicals.

The library is open eight hours more each week (from 5:00 p. m. to 7:00 p. m.) in addition to the usual library hours.

The circulation desk in the lobby of the College Drive entrance has been opened to better accommodate requests for periodicals and college catalogs.

Additional audio materials have been acquired. The listening room is used more than it was at the time of the 1967-68 self-study.

The Readers' Guide to Periodical Literature has been moved downstairs near the bound periodicals on open stacks. The change has unified the bound and unbound periodical service for students.

A new card catalog was added to relieve the congested condition of the files.

Additional vertical files are now available to students doing research. These have been placed in the campus entrance open reading room where anyone may browse and select any material on file. The entire system was improved during the past summer by discarding old material and adding new vertical file clippings, pamphlets, and pictures.

A new map file case for the United States Geological Survey maps has been placed beside the vertical files. An index is available for anyone interested in locating specific areas in the state of Wyoming. There are now over 300 maps on file.

In the storage room for periodicals new rolling stacks facilitate finding the issue requested. More of these stacks will be added soon.

The librarian in charge of cataloging spent the summer at the Oklahoma University School of Library Science. Little cataloging was done during her absence, but the following classifications have been cataloged during the fall months:

General Works	7
Religion	59
Social Sciences	145
Language	25
Pure Science	43
Technology	79
Arts	72
Literature	305
History, Geography and Travel	86
Biography	30
Periodicals (bound)	5
Fiction	66
Reference	174
Western	140
Short stories	60
TOTAL	1,296

A variety of paintings and photographic exhibits has been on display since early September.

A new typist has been hired to work in cataloging.

FISCAL

Budget 1968-69

In accordance with the Wyoming Statutes (Session Law of Wyoming, 1967, Chapter 217) the proposed budget for 1968-69 was submitted to the Casper College District Board, July 1968 and appeared in the Casper Star Tribune giving notice that a public hearing would be held at Casper College, July 22, 1968. Prior to this an estimated budget had been presented to the board of trustees for their consideration.

The principal revisions in the adopted budget resulted from increased revenues for the fiscal year. These were applied principally in the areas of Instructional Services and Fixed Charges.

Below is a table showing the amount of increase in the appropriations of the final budget for these two areas over the preliminary estimates.

	1968-69	Increase
Instructional Service	$1,196,072.00	$57,886.00
Fixed Charges	$ 122,673.00	$ 2,273.00

The change in Instructional Service is due to salary increases. In Fixed Charges, decreases have been realized in group insurance, and rentals, although Social Security and Retirement costs have increased.

The firm of Chapin, McNamara and Macy presented a statement of audit.

Building Fund

The Building Fund now has a balance of approximately $100,000 from general obligation bonds.

Proposal for State Aid

The Community College Commission is submitting to the 40th Legislature, convening in January, 1969, a new proposal for state aid to Wyoming community colleges. This, in brief, will make 12 hours the basis for full-time students rather than the 15 hours now used in the formula for distribution of state aid. The Community College Commission is asking for an additional $150 for each full-time, in-state 12 hour equivalent for terminal career programs.

ENROLLMENT

Enrollment data for the fall semester 1968 shows a small increase (5%) in regular students and a comparable increase (3%) in full-time equivalent (FTE). Tables IA, IIA, IIIA correspond with Tables I, II and II of the primary report.

The three-year comparison by resident status is shown in Table IV. The increase in in-district students more than recovered the loss of 1967; and the increase in out-of-state students, although appreciable percentage-wise, is insignificant in the total picture. Since Central Wyoming College in Riverton opened this fall in new buildings, Eastern Wyoming College moved into a new campus, and Western Wyoming Community College has a new campus under construction, the out-of-district enrollment held up as well as could be expected. Tables XIA and XIIA show the impact of the new facilities on Casper College enrollments from the high schools and counties of the state.

Enrollment Projections

When Table IIA or IIIA is compared with Table V of the self-study it is evident that the actual fall 1968 enrollment coincides with the high estimate. The latest estimates for 1969 and 1970, based on actual enrollments and latest projections of high school graduates in the state, are shown in Table VA. The impact of a new community college in Cheyenne should be appreciable in the fall of 1970.

Student-Faculty Ratio

The tabulation of the student hours taught by divisions reveals that three divisions are at an all-time high and one other division shows an increase over last year. The student-faculty ratio increased somewhat in five divisions, decreased in one, remained constant in the seventh. The decrease in English FTE faculty was due to the fact that a deceased member of the faculty was not replaced. The decrease in life science full-time equivalent faculty is due to termination of the nursing program, and the decrease in physical science faculty is due to the resignation of a mathematics instructor and a chemistry instructor who were not replaced.

TABLE I A

SUMMARY OF CASPER COLLEGE ENROLLMENTS

Year*	Full-time Equivalent	Head Count		
		Special	Regular	Total
1964	1250	1137	1121	2258
1965	1637	713	1591	2304
1966	1787	807	1752	2559
1967	1836	953	1652	2605
1968	1892	802	1734	2536

* These figures are based on the official head count for each fall term.

TABLE II A

CASPER COLLEGE ENROLLMENT -- FALL SEMESTER 1968

	IN-DISTRICT			OUT-OF-DISTRICT			OUT-OF-STATE			TOTBLS		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
FRESHMEN												
FULL-TIME	407	274	681	252	147	399	51	10	61	710	431	1141
PART-TIME	31	35	66	3	4	7	1	1	2	35	40	75
TOTAL	438	309	747	255	151	406	52	11	63	745	471	1216
SOPHOMORES												
FULL-TIME	143	116	259	113	46	159	15	6	21	271	168	439
PART-TIME	37	32	69	8	2	10	0	0	0	45	34	79
TOTAL	180	148	328	121	48	169	15	6	21	316	202	518
REGULARS												
FULL-TIME	550	390	940	365	193	558	66	16	82	981	599	1580
PART-TIME	68	67	135	11	6	17	1	1	2	80	74	154
TOTAL	618	457	1075	376	199	575	67	17	84	1061	673	1734
SPECIALS-CREDIT												
FULL-TIME	1	1	2	0	0	0	0	0	0	1	1	2
PART-TIME	247	408	655	46	18	64	0	0	0	293	426	719
TOTAL	248	409	657	46	18	64	0	0	0	294	427	721
SPECIALS-NONCREDIT												
FULL-TIME	0	0	0	0	0	0	0	0	0	0	0	0
PART-TIME	37	42	79	0	2	2	0	0	0	37	44	81
TOTAL	37	42	79	0	2	2	0	0	0	37	44	81
ALL SPECIALS												
FULL-TIME	1	1	2	0	0	0	0	0	0	1	1	2
PART-TIME	284	450	734	46	20	66	0	0	0	330	470	800
TOTAL	285	451	736	46	20	66	0	0	0	331	471	802
GRAND TOTAL												
FULL-TIME	551	391	942	365	193	558	66	16	82	982	600	1582
PART-TIME	352	517	869	57	26	83	1	1	2	410	544	954
TOTAL	903	908	1811	422	219	641	67	17	84	1392	1144	2536

TABLE III A

CASPER COLLEGE ENROLLMENT -- FALL SEMESTER 1968
REGULAR STUDENTS

	IN-DISTRICT			OUT-OF-DISTRICT			OUT-OF-STATE			TOTALS		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
FIRST TIME												
FULL-TIME	256	211	467	158	110	268	35	9	44	449	330	779
PART-TIME	10	6	16	0	3	3	1	0	1	11	9	20
TOTAL	266	217	483	158	113	271	36	9	45	460	339	799
CONTINUING												
FULL-TIME	208	146	354	171	66	237	24	4	28	403	216	619
PART-TIME	44	41	85	8	2	10	0	1	1	52	44	96
TOTAL	252	187	439	179	68	247	24	5	29	455	260	715
RE-ADMITS												
FULL-TIME	58	16	74	8	6	14	0	0	0	66	22	88
PART-TIME	13	11	24	2	0	2	0	0	0	15	11	26
TOTAL	71	27	98	10	6	16	0	0	0	81	33	114
TRANSFERS												
FULL-TIME	28	17	45	28	11	39	7	3	10	63	31	94
PART-TIME	1	9	10	1	1	2	0	0	0	2	10	12
TOTAL	29	26	55	29	12	41	7	3	10	65	41	106
TOTALS												
FULL-TIME	550	390	940	365	193	558	66	16	82	981	599	1580
PART-TIME	68	67	135	11	6	17	1	1	2	80	74	154
TOTAL	618	457	1075	376	199	575	67	17	84	1061	673	1734

TABLE IV

REGULAR ENROLLMENT COMPARISONS

	IN-DISTRICT					OUT-OF-DISTRICT					OUT-OF-STATE					TOTAL				
	1966	1967	%	1968	%	1966	1967	%	1968	%	1966	1967	%	1968	%	1966	1967	%	1968	%
FIRST TIME	471	403	-14	483	+20	303	292	- 4	271	- 7	58	36	-38	45	+25	832	731	-12	799	+ 9
CONTINUING	433	449	+ 4	439	- 2	214	240	+11	247	+ 3	32	33	+ 3	29	-12	679	722	+ 6	715	- 1
READMIT	99	87	-12	98	+13	15	24	+60	16	-33	1	1	0	0		115	112	- 3	114	+ 1
TRANSFER	66	48	-27	55	+15	52	27	-48	41	+52	8	7	-12	10	+43	126	82	- 3	106	+29
TOTAL	1069	987	- 8	1075	+ 9	584	583	0	575	- 1	99	77	-22	84	+ 9	1752	1647	- 6	1734	+ 5

	1966	1967	1968
Credit Hours	26801	27530	28389
FTE (15)	1787	1835	1893
FTE (12)	2233	2294	2366
% Change From Previous Year	+9.4	+2.7	+3.2

TABLE V A

ENROLLMENT DATA AND PROJECTIONS FOR FULL-TIME REGULAR STUDENTS

	1965	1966	1967	1968	1969*	1970*	1971*	1972*
In-District Freshmen	607	595	571	681	660-710	700-750		
Prev. Casper Grads	777	773	790	824	855	910		
% of Casper Grads	78	77	72	83	77-83	77-83		
Out-of-District HS Grads	4300	4300	4300	4330	4620	4600		
Out-of-District Freshmen	330	418	423	399	410	410		
% of Out-of-District Grads	8.0	9.7	9.8	9.0	9.0	9.0		
Out-of-State Freshmen	74	80	61	61	60	60		
TOTAL FRESHMEN	1011	1093	1055	1141	1130-1180	1170-1220		
TOTAL SOPHOMORES	346	368	408	439	420-480	420-500		
% of Previous Freshmen	47	36	37	42	37-42	37-42		
TOTAL	1363	1467	1463	1580	1550-1660	1590-1720		
FTE (Allowed)	1534	1685	1751	1806	1770-1980	1810-2040		
FTE (Allowed)/TOTAL	1.125	1.15	1.195	1.142	1.14-1.19	1.14-1.19		

*Projected

TABLE VIA

FULL TIME EQUIVALENT STUDENTS BY DIVISION AND STUDENT FACULTY RATIO

Division	1966 Total Semester Hours	1966 FTE Students	1966 FTE Faculty	1966 Student Faculty Ratio	1967 Total Semester Hours	1967 FTE Students	1967 FTE Faculty	1967 Student Faculty Ratio	1968 Total Semester Hours	1968 FTE Students	1968 FTE Faculty	1968 Student Faculty Ratio
Business	3,572.0	238.1	8.1	29.4	3,034.0	202.3	9.3	21.8	3,374.0	224.9	9.3	24.2
English	4,226.0	281.7	12.2	23.1	3,956.0	263.7	13.4	19.7	4,358.0	290.5	12.3	23.6
Humanities	2,651.5	176.8	10.8	16.4	2,818.0	187.9	11.6	16.2	2,657.0	177.1	11.8	15.0
Life Science	3,657.5	243.8	12.5	19.5	4,032.0	268.8	13.7	19.6	3,877.0	258.4	12.0	21.5
Physical Science	5,924.0	394.9	16.6	23.8	5,448.0	363.2	18.5	19.6	5,636.0	375.7	16.5	22.8
Social Science	4,419.0	294.6	7.0	42.1	4,396.0	293.1	7.8	37.6	4,735.0	315.7	8.2	38.5
Vocational-Technical	1,285.0	85.7	4.4	19.5	1,476.0	98.4	8.2	12.0	2,026.0	135.1	11.3	12.0
Totals	25,735.0	1715.6	71.6	24.0	25,160.0	1677.4	82.5	20.3	26,663.0	1777.5	81.4	21.8

TABLE XI A

REGULAR STUDENTS BY COUNTIES
FIRST TIME IN COLLEGE
FALL SEMESTER ENROLLMENTS

	1966	1967	1968
**Albany	6	3	5
Big Horn	17	23	17
Campbell	14	30	19
Carbon	30	18	19
Converse	16	19	18
Crook	8	9	7
***Fremont	69	66	45
*Goshen	1	5	3
Hot Springs	21	16	17
Johnson	10	8	18
Laramie	32	28	42
Lincoln	1	1	4
Niobrara	10	7	12
*Park	8	9	9
Platte	15	7	9
*Sheridan	6	1	6
Sublette	6	6	4
*Sweetwater	4	5	1
Teton	2	2	3
Uinta	5	5	4
Washakie	22	23	22
Weston	14	4	5
Totals from Out-of-District High Schools	317	295	289
Natrona County	365	347	405
TOTALS	682	642	694

* Local Community College in County
** University of Wyoming in County
*** Community College opened Fall 1967 in County

TABLE XII A

REGULAR STUDENTS BY COUNTIES

FALL SEMESTER ENROLLMENTS

	1966	1967	1968
**Albany	10	9	14
Big Horn	34	41	39
Campbell	30	48	51
Carbon	55	48	38
Converse	50	49	42
Crook	18	19	17
***Fremont	148	143	113
*Goshen	7	8	12
Hot Springs	35	33	35
Johnson	25	19	30
Laramie	67	62	75
Lincoln	2	3	6
Niobrara	20	14	24
*Park	16	17	15
Platte	26	19	18
*Sheridan	13	6	12
Sublette	12	13	9
*Sweetwater	6	7	6
Teton	5	3	6
Uinta	6	10	9
Washakie	32	42	44
Weston	29	21	16
Totals from Out-of-District High Schools	646	614	631
Natrona County	760	736	808
TOTALS	1406	1350	1439

* Local Community College in County
** University of Wyoming in County
*** Community College opened Fall 1967 in County

Caliber of Enrolling Students

Table XVA compares the Fall 1968 first-time students' rank in their graduating class with similar data for the two previous years. It appears that a larger percentage of Wyoming students rank in the lower half of their graduating classes than last year, while a larger percentage of out-of-state students rank in the upper half. Two merit scholarship winners from Natrona County High School are attending Casper College this fall.

The distribution of ACT scores in Table XVI also shows a slight decrease in the overall freshman class in the fall 1968 although more students are in the high range.

TABLE XV A

COMPARISON OF FIRST TIME IN COLLEGE STUDENTS BY HIGH SCHOOL RANK

FALL SEMESTERS 1966, 1967, AND 1968

	Natrona			Other Wyoming			Out-of-State			Total		
	1966	1967	1968	1966	1967	1968	1966	1967	1968	1966	1967	1968
First Quarter	83	94	108	54	66	65	8	9	14	145	169	187
Second Quarter	106	120	112	86	76	71	20	10	18	212	206	201
Third Quarter	96	83	121	89	73	87	31	22	21	216	178	229
Fourth Quarter	61	43	62	50	58	53	25	15*	18	136	116	133
Totals**	346	340	403	279	273	276	84	56	71	709	669	750

PERCENTAGE COMPARISON OF FIRST TIME IN COLLEGE STUDENTS BY HIGH SCHOOL RANK

FALL SEMESTERS 1966, 1967, AND 1968

	Natrona			Other Wyoming			Out-of-State			Total		
	1966	1967	1968	1966	1967	1968	1966	1967	1968	1966	1967	1968
First Quarter	24	28	27	19	24	24	9	16	20	21	25	25
Second Quarter	30	35	28	31	28	26	24	18	25	30	31	27
Third Quarter	28	24	30	32	27	32	37	39	30	30	27	30
Fourth Quarter	18	13	15	18	21	18	30	27*	25	19	17	18

*First year restricted.

**These totals do not include students admitted on the basis of GED tests or students for whom a class rank was not available.

TABLE XVI

DISTRIBUTION OF ACT COMPOSITE SCORES

	Means	Percent of Students In Various Test Score Intervals			
		1 - 15	16 - 20	21 - 25	26 - 36
Fall 1967	19.1	23	37	32	8
Fall 1968	18.9	25	36	30	9
National	20.1	17	34	36	13

COMMUNITY COLLEGE COMMISSION

The language of the concluding section of the institutional profile done during the school year 1967-68 suggests that by and large the staff feels the institution to be doing a creditable job, but likewise reflects the candid recognition of what is probably the major weakness of this institution, as well as of all the community colleges in the state--underfinancing. Certainly one salutary effect of the study is to create an even deeper understanding of the problems of fiscal support. The feeling that it would take renewed efforts in order to make progress in the general area of finance, particularly at the state legislature was perceptible.

Since Casper College has an enrollment about equal to the sum of that of the other five two-year institutions in Wyoming, it seems consistent for Casper College to continue its leadership in renewed attempts to bring about satisfactory solutions to fiscal problems.

The control organ for community colleges in the state is vested in the hands of the Community College Commission, which acts as an agency for their general development. The current thinking of the Commission indicates that an attempt will be made to the 40th general assembly, which sits the first 45 days during 1969, to convince the legislative body that a larger appropriation is needed to support its educational institutions.

An appropriation of 2.2 million dollars by the last legislature for the biennium was made on the basis of an estimated number of full-time, in-state equivalent students multiplied by a factor of $300. The distribution of the money was made to each of the member schools by dividing the actual total full-time, in-state equivalent students into the amount to be distributed during the fiscal year to the point that the distribution factor approximated $339 for each full-time, in-state equivalent student.

It is the decision of the Commission not to attempt to ask the legislature for more than the $300 basic grant, but to reduce the full-time equivalent category from 15 hours to 12 hours. An additional sum will be sought for enrollment in vocational-technical areas.

The MERI Corporation of Palo Alto, California, is now concluding a study of two-year colleges in the state of Wyoming for the Commission. While the scope of the study is rather large, in the main it has two important purposes, one to make a depth study of facilities and their attendant utilization, and the other to recommend a fiscal policy. Subsequent to some recommendations made by MERI Corporation, the Commission is now exploring the possibility of creating a non-operational community college district. This would in effect place all areas in the state not now found in a two-year college district in a non-operating unit on which a levy would be placed. This levy would be used to pay the proportionate costs of operation for those students who come from an area not supporting two-year colleges. Whether or not this venture can be successful is open to question, but it does appear to be educationally and economically sound to move toward state participation in a funding principle rather than to have charges placed only on the present two-year districts.

Other actions contemplated by the Commission are the development of more sophisticated and standardized reporting principles for enrollments, program offerings, and budgets in an attempt to create a common denominator for the establishment of meaningful data.

CONCLUSIONS

The insights realized from the self-study executed in 1967-68 have resulted in a number of positive influences. First and foremost, even at this early date, a number of changes have been affected and direction has been given to future improvement. Second, the general findings with respect to underfinancing have served to renew efforts to improve state fiscal support.

Part of the new direction given as a tangible result of the self-study must be accorded to two consultants, Dr. George Hall and Dr. Leon Billingsly, in their review and evaluation of the institution. Certainly one of the improvements to be noted is the expansion of career programming in six new areas.

A series of communications with recently elected legislators has proven invaluable. It would appear, at this writing at least, that possibly a new awareness on the part of the legislators toward the two-year institution probably portends some corrective action in the coming session.